

Grades 5 to 8 Physical Education/ Health Education

A Foundation for
Implementation

Manitoba
Education
and Youth

Éducation
et Jeunesse
Manitoba



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PHYSICAL EDUCATION/
HEALTH EDUCATION***

A Foundation for Implementation

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INTRODUCTION

Purpose

Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation provides teachers and administrators with information and suggestions for instruction and assessment to support and monitor student progress and achievement of the student learning outcomes identified for Grades 5 to 8.

Background

Physical Education/Health Education Curriculum

Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation was produced by Manitoba Education and Youth in collaboration with a development team composed of Manitoba educators. This document is a resource for educators to use in implementing *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (hereafter referred to as the Framework), released in 2000. The Framework identifies the general and specific learning outcomes that students are expected to achieve and is mandated for use in all Kindergarten to Senior 4 schools in Manitoba.

An online version of the Framework is available at the Manitoba Education and Youth website: <<http://www.edu.gov.mb.ca/ks4/cur/physhlth>>. The Overview from the Framework and numerous charts related to the general learning outcomes are reproduced in this implementation document (see Framework Excerpts) for ease of reference.

Supporting a unified vision of *physically active and healthy lifestyles for all students*, the Framework combines physical education and health education (PE/HE) in one document. The content of both subject areas is integrated and organized within five interrelated general learning outcomes (GLOs):



GLO 1—Movement



GLO 2—Fitness Management



GLO 3—Safety



GLO 4—Personal and Social Management



GLO 5—Healthy Lifestyle Practices

For information related to the organization and presentation of the GLOs and subsequent strands and sub-strands, refer to The Curriculum Map and the Conceptual Framework on pages 20 and 21 of the Framework Overview (see Framework Excerpts).

The suggestions for instruction and assessment provided in this implementation document likewise promote and support the integration of physical education and health education through the five interrelated GLOs. To make learning meaningful and relevant, teachers are also encouraged to make curricular connections with other subject areas, where applicable. For programming suggestions, refer to the last page of the Framework Excerpts reproduced in this document (or to Appendix B: Curricular Connections in the Framework).

Effective programming in PE/HE can contribute significantly to reducing health risks and health costs. The PE/HE curriculum addresses significant behaviours that contribute to today's major health risks for children and youth, as identified in the Rationale in the Framework Overview (see Framework Excerpts):

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in sexually transmitted disease/infection and unintended pregnancies
- behaviours that result in intentional and unintentional injuries

Focusing on these health issues, the PE/HE curriculum aims to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for maintaining physically active and healthy lifestyles.

Learning Resources

For a list of recommended learning resources that align with the student learning outcomes, refer to *Kindergarten to Grade 8 Physical Education/Health Education Learning Resources: Annotated Bibliography: A Reference for Selecting Learning Resources (September 2002)*, available online at <<http://www.edu.gov.mb.ca/ks4/learnres/bibliographies.html>>. This list includes teacher and student reference materials for each general learning outcome and/or strand. The resources can be purchased by visiting The Manitoba Text Book Bureau online catalogue at <<http://www.mtbb.ca>>.

Contents

This document contains the following sections and components:

- **Introduction:** The Introduction outlines the purpose, background, and content of this document.
- **Overview:** The Overview describes the characteristics of Middle Years learners, discusses the Middle Years philosophy for effective programming, and elaborates on the guiding principles for creating a meaningful learning environment, as outlined in the Framework. Guidelines are presented for each of the five GLOs, including information related to
 - the description of the GLO
 - Middle Years implications
 - scope and sequence
 - teaching considerations
 - implementation guidelines

The Overview also provides suggestions for planning integrated and balanced PE/HE programming in four parts:

- Part A: Planning for Implementation
 - Part B: Planning for Instruction
 - Part C: Planning for Assessment
 - Part D: Additional Planning
- **Grades 5 to 8: Suggestions for Instruction and Assessment:** This four-column section contains the specific learning outcomes (SLOs) identified in the Framework, suggestions for instruction and assessment related to the learning outcomes, and teacher notes elaborating on the suggestions. It is organized by grade and further divided by general learning outcomes.
 - **Blackline Masters (BLMs):** Grade-specific BLMs to support and enhance learning appear at the end of each grade. General BLMs applicable to all grades are provided in Appendix H: General Blackline Masters. All BLMs contained in this document are available in Word format online at <http://www.edu.gov.mb.ca/ks4/cur/physhlth>.
 - **Appendices:** The following appendices provide additional information and tools for planning, teaching, and assessment:
 - Appendix A: Physical Activity Categories
 - Appendix B: Suggestions for Planning Overall Implementation
 - Appendix C: Programming for Students with Special Needs
 - Appendix D: Suggestions for Yearly Planning
 - Appendix E: Unit Planner
 - Appendix F: Lesson Planner
 - Appendix G: Information Related to Planning for Assessment of Learning Outcomes
 - Appendix H: General Blackline Masters
 - Appendix I: Glossary

- **Framework Excerpts:** Reproductions of the Framework Overview and numerous charts related to the general learning outcomes appear in this section. The page references in these excerpts apply to the original Framework document.
- **Bibliography:** The print resources and websites cited in the Bibliography were used in the development of this document.
- **Posters:** A set of five posters accompanies this document. One poster identifies the general learning outcomes and attitude indicators that apply from Kindergarten to Senior 4. The remaining four posters contain all specific learning outcomes for each respective grade from Grade 5 to Grade 8.

OVERVIEW

Characteristics of Middle Years Learners

All students learn in different ways, at different rates, and to different capacities. The following chart is provided to assist teachers in planning developmentally appropriate and age-appropriate learning activities in physical education/health education (PE/HE).

Characteristics of Development for Children and Youth Relevant to Physical Education and/or Health Education Programming			
	Physical Characteristics	Emotional and Social Development	Intellectual Development
Ages 5 to 8	<ul style="list-style-type: none"> eye-hand coordination not fully developed (lack precise focus and spatial judgement) large muscles may be more developed than small muscles continue to develop climbing, balancing, running, galloping, and jumping abilities (may have trouble skipping) develop an awareness of safety, with guidance usually show enthusiasm for most physical activities 	<ul style="list-style-type: none"> may show intense and variable emotions (may sometimes be judgmental and critical of others) learning to cooperate with others for longer period of time (friendships may change frequently) continue to develop feelings of independence and may begin to define themselves in terms of what they have or own begin to develop the ability to share possessions and take turns 	<ul style="list-style-type: none"> learn from direct experience continue to expand their understanding and use of language to clarify thinking and learning may understand concepts such as tomorrow or yesterday but are still unsure about length of time assert personal choice in decision making
Ages 9 to 11	<ul style="list-style-type: none"> continue to develop eye-hand coordination (skill development in physical activities may depend on this increase in coordination) continue to refine fine motor development (girls may reach puberty and may experience rapid growth spurt) show increased coordination, but growth spurts may begin to interfere may show more daring, exploring behaviour that could lead to accidents may begin to show a preference for some physical activities over others may appear to enjoy more complex group games and simple sports (show a strong sense of loyalty to a group or team) 	<ul style="list-style-type: none"> may appear relatively calm and at peace with themselves becoming more outgoing and develop close or best friends generally positive about themselves (define self by physical characteristics and possessions as well as likes and dislikes) continue to develop the ability to work and play with others (need social acceptance) 	<ul style="list-style-type: none"> continue to use direct experience, objects, and visual aids to help understanding can expand thinking more readily through writing, reading, and viewing (may begin to use puns) continue to develop understanding of time, but may forget dates and responsibilities need increased ownership of decision making
Ages 12 to 15	<ul style="list-style-type: none"> continue to develop and refine hand-eye skills and demonstrate increased muscle coordination boys reach puberty and may experience rapid and uneven growth (arms and legs may grow rapidly) may show periods of relatively poor coordination and awkwardness (may show poor posture because of rapid growth) understand safety rules but sometimes take risks often are marked differences between sexes in their preferences for physical activity often engage in more formal team activities (continue to show great loyalty to group or team) 	<ul style="list-style-type: none"> may begin to show bouts of anxiety or moodiness (emotions may come close to the surface) start to question adult authority sometimes engage in self put-down (may begin to define self in terms of opinion, beliefs, and values and to expand their sense of self by copying the culture or current fad) gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance) 	<ul style="list-style-type: none"> begin to develop abilities to manipulate thoughts and ideas, but still need some hands-on experiences can do some abstract reasoning often like jokes and words with double meanings developing abilities to talk about recent events, plans for the future, and career aspirations need ownership of decision making, with responsible guidance

Characteristics of Development for Children and Youth: Reproduced from *Physical Education K to 7: Integrated Resource Package 1995*. Reproduced with permission from Ministry of Education, Province of British Columbia for educational non-profit use.

Middle Years Philosophy for Effective Programming

Research supports the following perspectives and approaches in PE/HE programming for Middle Years students.

- **Skill-Based Focus:** The combined PE/HE curriculum emphasizes the acquisition and application of the following skills that are considered the building blocks or essential skills for developing physical and social-emotional well-being:
 - the fourteen basic movement skills (identified in the chart Basic Movement Skills Developmental Process—see page 27 of Framework Excerpts) as they relate to different sports and physical activities
 - the five personal and social management skills (identified in the Summary Chart for *Personal and Social Management*—see page 114 of Framework Excerpts) for making active healthy lifestyle choices

The intent of the curriculum is to help Middle Years students develop the necessary skills to prevent or avoid the health issues that affect children and youth, such as physical inactivity, unhealthy dietary behaviours, and behaviours that cause intentional and unintentional injury, and to work in partnership with the home and community.

- **Active and Interactive Learning Strategies:** Brain research (Cone *et al.*; Jensen) supports the approach of engaging students in active learning to increase retention and make learning more relevant, meaningful, and enjoyable. In a physical-education setting, learning/teaching strategies engage students through a variety of physical activities that involve many of the multiple intelligences (e.g., body/kinesthetic, visual, spatial). From a health-education perspective, interactive learning/teaching strategies (e.g., brainstorming, Think-Pair-Share, role-playing) promote social interaction and cooperative learning, which highlight interpersonal intelligence.
- **Cooperative and Low Competitive-Type Learning Activities:** Cooperative and low competitive-type activities help promote positive social interactions among students, allowing them to work together towards achieving a common goal. Learning experiences should provide choice and allow students to participate at their own ability level.
- **Integrated Approach:** Integrating and making curricular connections between physical education and health education as well as with other subject areas is an important part of the curriculum design to provide meaningful and relevant learning experiences for students. Connections to other subject areas are identified in the first column within the Grades 5 to 8 Suggestions for Instruction and Assessment section of this document. Teachers are encouraged to be creative in their planning of integrated units/modules. For example, when students are studying force and motion in Grade 5 Science, the same concepts can be applied to studying the mechanical principles as they relate to human movement.

- **Time and Instruction:** Adequate time, well-planned instruction, and enjoyable learning experiences are essential for students to apply selected movement skills as well as social behaviour skills for active, healthy living. The development of these skills cannot be left to chance. Planned programming that meets the recommended minimum time allotments is important for healthy growth and development. (Time Allotments are outlined in the Framework Overview—see page 8 of Framework Excerpts.)
- **Involvement of Parents/Families and Communities:** Building partnerships is essential for providing a healthy, supportive environment for children and youth. Schools, parents,* and communities need to work together to achieve the vision of realizing *physically active and healthy lifestyles for all students*. For example, the home, school, and community need to provide daily opportunities for Middle Years students to be physically active.

Creating a Meaningful Learning Environment

The Guiding Principles discussed in the Framework Overview (see page 6 of Framework Excerpts) are intended to assist teachers and administrators in designing a meaningful learning environment for PE/HE. Effective PE/HE programming ensures that learning experiences, resources, and assessment practices

- are appropriate for the age and developmental readiness of students
- take into consideration students’ multiple intelligences and varied learning approaches, skills, needs, and strengths (for information on differentiating instruction, refer to *Success for All Learners*)
- respect and appreciate human diversity, including gender, abilities, and culture (refer to departmental resources such as *A Foundation for Excellence; Native Studies: Middle Years [5–8]; Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour; Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*)
- include active and interactive learning opportunities that foster responsibility, inclusion, community, and citizenship, and that support the development of physical and social-emotional well-being
- help students understand healthy lifestyle practices and their contribution to the components of sustainable development: the environment, economy, and health and well-being (refer to *Education for a Sustainable Future*)
- support curricular connections and integration (refer to *Curricular Connections*)
- incorporate the foundation skill areas: literacy and communication, problem solving, human relations, and technology (refer to *A Foundation for Excellence* and *Technology As a Foundation Skill Area*)
- encourage partnerships with the home and community

The following guidelines for each GLO provide additional suggestions for creating a meaningful learning environment within a PE and/or HE setting.

* In this document the term “parents” refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child’s education.

Guidelines for the General Learning Outcomes

This combined PE/HE document presents guidelines for each general learning outcome (GLO) rather than separately for each subject area. The guidelines for each GLO contain five subheadings:

- Description
- Middle Years Implications
- Scope and Sequence
- Teaching Considerations
- Implementation Guidelines



Guidelines for GLO 1—Movement

Description

In achieving the specific learning outcomes within GLO 1—Movement, *students demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environment, and cultures.*

Middle Years Implications

During the Middle Years, the curricular emphasis is on the acquisition and application of basic movement skills and their functional use in modified and lead-up activities. The knowledge component helps students understand what movements to do, as well as why and how to do them. The movement skills and concepts identified in this document are defined in the Basic Movement Skills Developmental Process chart (see page 27 of Framework Excerpts).

Movement-skill competency is a key determinant in a student's decision of whether to participate in or pursue a particular physical activity or sport. Students are less likely to participate in physical activity if they have not learned the movement skills or experienced success in applying them. The basic movement skills are the building blocks for participation in all physical activity and are the prerequisites to lifelong physical activity.

Wherever possible, learning activities for all student learning outcomes should be movement-based to ensure that students are physically active. Skill acquisition along with personal success, choice, inclusion, and enjoyment are necessary parts of effective programming that help students develop attitudes that support lifelong participation in physical activity.

For balanced PE/HE programming, students are expected to participate in a variety of physical activities, including individual/dual/team sports/games, alternative pursuits, and rhythmic/gymnastic and fitness activities, scheduled on an ongoing basis throughout the year. As well, programming should include learning activities that are representative of different learning environments or settings (e.g., playing fields, parks, trails, arenas, playground equipment) and representative of multicultural perspectives.

For the purpose of this document, physical activities and sports are organized into five categories:



Individual/dual sports/games—physical activities played or performed individually or with a partner.



Team sports/games—physical activities played or performed in groups or teams.



Alternative pursuits—physical activities that occur in environments outside the classroom/gymnasium (e.g., playing fields, parks, trails, lakes, community indoor facilities).



Rhythmic/gymnastic activities—physical activities that include a variety of dance- and gymnastic-type activities.



Fitness activities—physical activities that focus on fitness development or training.

For a list of suggested activities, see Appendix A: Physical Activity Categories.

Students require a variety of lead-up progressions and many opportunities for practice and application of movement skills. Teachers are not expected to introduce all the activities listed in each physical-activity category but rather to choose a physical activity that would best develop the concepts and skills related to the student learning outcomes, considering development- and age-appropriateness, local resources, equipment, facilities, and so on.

Scope and Sequence

Specific learning outcomes follow a sequential and multi-year approach. In some instances, an arrow (➡) indicates that the learning outcome is reviewed, reinforced, and maintained from the previous year. (For more information, refer to the Scope and Sequence Chart for *Movement*—found on page 29 of Framework Excerpts.)

Recognizing that it would be impossible to teach and assess student learning for every physical activity, the specific learning outcomes within GLO 1—Movement focus on a particular concept or game theme at each grade. For example, within the knowledge sub-strand Game Strategies, the following grade themes are identified to help differentiate learning outcomes from grade to grade, provide a focus for assessment, and avoid redundancy.

Grade Themes: Game/Activity Strategies			
Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> Innovative Games and Activities 	<ul style="list-style-type: none"> Multicultural Games 	<ul style="list-style-type: none"> Territory/ Invasion-Type Games Striking/Fielding-Type Games 	<ul style="list-style-type: none"> Net/Wall Games Target-Type Games

These grade themes are not intended to restrict student participation in other types of activities but are to be the focus for assessing, evaluating, and reporting student progress and achievement.

Teaching Considerations

Schools must develop safety routines and procedures and teachers need to be knowledgeable of the best safety practices. Teachers responsible for providing a wide variety of challenging movement experiences in physical-activity settings must anticipate hazards and minimize the risks inherent in physical activity. Expertise in physical-activity management is essential.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education (refer to Safety and Liability in the Framework Overview—see page 14 of Framework Excerpts):

- Is the activity suitable to the age, mental condition, and physical condition of participating students?
- Have the students been progressively taught and coached to perform the activity(ies) properly and to avoid the dangers inherent in the activity(ies)?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly in light of the inherent danger involved?

For additional suggestions related to Physical Activity Risk Management, refer to Guidelines for GLO 3—Safety.

Implementation Guidelines

The following guidelines represent best practices when addressing learning activities related to GLO 1—Movement:

- Establish rules, routines, and student expectations for physical education related to safety (physical and emotional), inclusion, and time effectiveness, and communicate with students and parents/guardians.
- Establish start and stop signals to ensure safety and class control (e.g., hand signal, sound signal, hand clap, or cue words such as go, freeze, stop, time out).
- Refrain from using exercise as punishment.
- Emphasize positive behaviours in relationships between and among students (e.g., do not tolerate put-downs, teasing, exclusion).
- Choose activities that promote maximum participation (e.g., do not use elimination-type games unless another choice of activity is provided and there is a way for the student to return to the original activity in a short time; reduce long lineups or large relay teams).
- Choose developmentally appropriate and age-appropriate learning activities, taking into consideration the type and size of equipment and mechanical principles of movement. For example, consider the following:
 - Soft and light objects (e.g., sponge balls, plastic bats) are easy to manipulate, as well as safer than hard, heavy objects.

- Short handles on striking implements (e.g., junior-size racquets, floor-hockey sticks, golf clubs) help improve eye-hand coordination.
- Large balls (e.g., beach balls, playground balls) or objects with a tail or large surface area (e.g., scarves, beanbags, balls with streamers or tails) are easy to catch/grasp.
- Under-inflated balls are easy to catch or kick since the speed of the ball is decreased.
- Large striking surface areas (e.g., large heads of paddles or racquets) make it easy to hit objects.
- Large target surface areas make it easy to hit the target.
- Maximize student-equipment ratio.
- Establish safe and efficient methods for distributing, holding, and gathering equipment.
- Use equitable strategies for group organization (e.g., grouping by shirt colour, numbering off, eye colour, birthday months).
- Establish rules for “entry activities,” depending on the setting, activity, and supervision, so that students can be active at the onset of the class, and establish rules for “exit routines” to ensure orderly dismissal and safe conduct in change rooms, where applicable.
- Make adjustments when teaching outdoors, considering safety factors related to the sun, wind, wet/icy surfaces, and noise. Position students so that the sun is not in their eyes and wind or other distractions are behind them.



Guidelines for GLO 2—Fitness Management

Description

As daily living becomes more sedentary, it is essential that *students demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being*. PE/HE should contribute to students’ developing a pattern of daily and/or regular participation in physical activities and an understanding of how to acquire/maintain optimal personal health and fitness. The ultimate goal is for each student to value physical activity as a key component of health and to manage his or her fitness through regular participation in physical activity.

Middle Years Implications

Middle Years programming emphasizes developing health- and skill-related fitness components through physical-activity participation. Students are encouraged to set personal goals, record own data, and be active on a daily basis to develop and/or maintain their personal fitness. Students will show basic understanding of the knowledge-related learning outcomes to help make informed choices for personal fitness development.

Scope and Sequence

The Scope and Sequence Chart for *Fitness Management* (see page 63 of Framework Excerpts) shows what strands or sub-strands are reviewed, reinforced, and maintained from the previous year (▣➔) or assessed (▣) at each grade. For example, the Active Participation sub-strand is emphasized as a fitness-management skill in every grade, whereas the Fitness Benefits sub-strand is addressed in alternating years, Grades 5 and 7.

Teaching Considerations

Current research (Corbin and Pangrazi; Graham; Rainey and Murray; Virgilio) indicates that fitness assessment or testing should focus on setting and achieving personal goals, developing fitness-management skills, and following a personal fitness plan. Programming needs to emphasize education, prevention, and intervention. Fitness assessment or testing is primarily used to establish personal goals and monitor individual progress rather than comparing results to others, as in norm-referenced testing.

Teachers are encouraged to choose a variety of appropriate tests or tasks to measure health-related fitness components (e.g., running for a specific distance, for a specific length of time, or at a certain pace for determining cardiovascular endurance). When administering fitness assessment tasks, the following strategies are appropriate:

- Focus on individual progress rather than on individual performance.
- Involve students in setting challenging and realistic goals.
- Give supportive feedback about progress towards reaching goals.
- Create a humanistic environment, keeping testing as private and confidential as possible (e.g., avoid announcing or posting fitness scores, provide choice and alternatives for each of the fitness components where necessary, respecting individual differences).
- Ensure that students are well prepared and informed prior to the assessment.
- Communicate fitness results or scores as information separate from the report-card mark.
- Provide students with strategies to improve and maintain fitness, as well as individual counselling/guidance as needed.

Implementation Guidelines

The following guidelines represent best practices (Virgilio) when addressing Middle Years learning activities related to GLO 2—Fitness Management:

- Ensure that students are highly active. Choose activities that promote maximum participation for all students.
- Make assessment part of an ongoing process of helping students understand, enjoy, improve, and/or maintain their physical health and well-being.
- Use positive reinforcement, incentives, and intrinsic value to motivate students rather than giving awards for particular levels of fitness.

- Encourage students to accept responsibility for their own fitness progress by providing them with opportunities to set simple goals and monitor their own progress.
- Involve parents/guardians/families and communities in promoting active healthy lifestyles for students by using authentic assessment strategies such as portfolio take-home tasks, activity logs, and contracts.



Guidelines for GLO 3—Safety

Description

The purpose of GLO 3—Safety is to have *students demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living*. This GLO addresses the health-risk area related to behaviours that result in intentional and unintentional injuries. Unintentional injuries are the leading cause of death among children and youth (refer to the Injury Section of Health Canada’s website: <<http://www.hc-sc.gc.ca/pphb-dgsp/p/injury-bles/>>).

Middle Years Implications

Safety education is essential to helping students prevent injury, reduce risks, and avoid potentially dangerous situations related to participation in physical activity, as well as to promoting safety in the home, school, community, and environment. During the Middle Years, students are capable of assuming more personal responsibility and making their own decisions in daily routines. Safety education is a shared responsibility, and teachers are encouraged to involve the home and the community in the learning/teaching strategies.

Furthermore, since all physical activity involves an element of risk, teachers have the responsibility to minimize risks and hazards at all times. For more information, refer to the discussion of Safety and Liability in the Framework Overview (see page 14 of Framework Excerpts).

Scope and Sequence

Student learning outcomes for GLO 3—Safety are organized into two strands:

- Strand A: Physical Activity Risk Management
- Strand B: Safety of Self and Others

In Strand A, all the sub-strands appear in every grade, since safety must be reinforced for each physical activity in all classes throughout the year (refer to the Scope and Sequence Chart for *Safety*—found on page 87 of Framework Excerpts). An alternating year approach has been adopted for some of the safety content areas in Strand B. The sub-strands Violence Prevention and Personal Safety, for example, are addressed in Grades 5 and 7.

In Strand B, the compulsory illustrative examples (noted as i.e.) in the specific learning outcomes for the particular grades identify the safety topics that are to be addressed and assessed.

The following chart identifies the grade-by-grade safety topics.

Grade Themes: Game/Activity Strategies			
Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • physical activity • roads • traffic • bus transportation • recreational vehicles • unsupervised areas • environmental conditions (e.g., forest fires, icy conditions, lightning) • violence prevention • personal safety 	<ul style="list-style-type: none"> • physical activity • bicycles • playgrounds/parks • babysitting • Internet use • shaken baby syndrome • prevention and care of injuries 	<ul style="list-style-type: none"> • physical activity • water • school intruders • home invasion • hazing • Internet use • violence prevention • personal safety 	<ul style="list-style-type: none"> • physical activity • safe areas for cycling and other activities (e.g., in-line skating, walking) • community safety laws and polices (e.g., drinking and driving, vandalism, graffiti) • prevention and care of injuries

This chart is not intended to restrict teachers from adding or repeating topics from year to year but rather to provide a focus for assessing, evaluating, and reporting student progress and achievement. In many cases, topic selection will depend on community needs and demographics. Some topics may need to be addressed every year (e.g., safety risks related to outdoor activities, community safety) or in specific years (e.g., babysitting safety), depending upon individual communities or situations.

Teachers can use the above chart as well as the Scope and Sequence Chart for *Safety* (see Framework Excerpts) when planning to make curricular connections. Some topics addressed in PE/HE also appear in other subject areas to increase relevancy and to reinforce content and subject area context. In Grade 5, for example, the sub-strand Environmental Safety Awareness provides an opportunity to make curricular connections with Grade 5 Science, Cluster 4—Weather.

To reduce redundancy and repetition, some topics do not appear in PE/HE in certain grades since there may be a strong emphasis of the topic in another subject area in the same year. For example, nutrition is addressed in Grade 5 Science, Cluster 1—Maintaining a Healthy Body; therefore, it is not addressed in Grade 5 PE/HE. Overall, through integration and by making curricular connections, learning becomes more meaningful, relevant, and time effective.

Teaching Considerations

As Middle Years students begin to seek independence and are able to take on more responsibility, safety practices should be emphasized and reinforced in collaboration with parents and families. Students apply goal-setting/planning skills and problem-solving skills for making healthy decisions with guidance from the teacher and/or home.

Policy and procedures related to dress, footwear, equipment, and changing into “gym clothes” for physical education are local decisions; however, for safety and liability reasons, safe and appropriate footwear and dress is expected throughout the grades. Note that wearing jewellery, drawstrings, scarves, dresses/skirts, belts, hard-soled shoes, and socks (without shoes) may cause injury and inhibit movement.

GLO 3 includes the sub-strand Personal Safety, which includes potentially sensitive content. For student learning outcomes related to Personal Safety, schools must seek parental involvement and provide a parental option prior to implementation. A review of current provincial child abuse policies, along with existing school/division/district policies and procedures, will prepare teachers to respond if students disclose personal information.

Implementation Guidelines

The following guidelines represent best practices when implementing learning activities related to safety.

Strand A: Physical Activity Risk Management

- Use the four criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care within the context of physical education. (Refer to Safety and Liability in the Framework Overview—see page 14 of Framework Excerpts.)
- Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for information related to equipment, facilities, supervision, and teaching progressions.
- Establish safety routines early in the year and reinforce them throughout the year (e.g., entering/exiting from the gymnasium, using change rooms, getting/holding/putting away equipment, storing valuables such as jewellery, taking washroom and water breaks).
- Establish safe playing rules related to indoor and outdoor facilities (e.g., remove any objects or furniture with sharp edges in the gymnasium that a student could run into; ensure adequate spacing between groups) and equipment (e.g., do not retrieve equipment that is not in a safe area such as off the school grounds or in another student’s playing space, especially in activities using racquets or other striking implements).
- Establish safety rules for distributing equipment and organizing circuits/station activities (e.g., stagger starting points, have students move through the circuit in an orderly fashion, provide enough stations to keep everyone active, have students put back equipment after use).

- Keep informed of current safety and student medical information (e.g., contraindicated exercises, equipment and its use, allergies).
- Analyze the inherent level of risk related to each physical activity, based on factors such as skill level, previous experience, teacher expertise, weather conditions, available facilities, and available equipment.
- When supervising, establish a position (e.g., keep the back to the wall) that keeps students in the line of vision as much as possible.

Strand B: Safety of Self and Others

- Establish a safety code of conduct for the class and/or school to reinforce safe behaviours (e.g., walk in the hallways, demonstrate fair play in recess or lunch-hour activities, get/stay away from bullying situations).
- Follow current school/division/district guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for implementing the student learning outcomes related to personal safety.
- Encourage parental involvement in the learning activities related to safety education where possible and provide optional take-home activities.
- Reinforce safety rules for protection at home (e.g., keep exterior doors locked, do not answer the door when alone or unless a safe adult is nearby) and for protection away from home (e.g., never approach a vehicle if called, be aware of individuals using enticements (e.g., money) to trick someone into doing what they want).
- Reinforce rules for protection from sexual exploitation (e.g., what to do if a child experiences unwanted touching of the private parts, encounters a sex-related Internet site).



Guidelines for GLO 4—Personal and Social Management

Description

In achieving GLO 4—Personal and Social Management, *students demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.* They develop the ability to understand, manage, and express the personal, social, and mental-emotional aspects of their lives.

Middle Years Implications

To meet the needs of Middle Years students, learning activities emphasize the building of five personal and social-management skills:

- goal-setting/planning skills
- decision-making/problem-solving skills
- interpersonal skills
- conflict-resolution skills
- stress-management skills

The focus of learning, teaching, and assessment is on helping students build a positive self-image, develop acceptance of self and others, and make health-enhancing decisions during their adolescent years.

Scope and Sequence

The Scope and Sequence Chart for *Personal and Social Management* (see page 115 of Framework Excerpts) identifies specific content areas or sub-strands addressed in every grade or in alternate grades.

Teaching Considerations

The personal and social management skills identified in GLO 4 are closely connected to the four foundation skill areas of literacy and communication, problem solving, human relations, and technology (identified in *A Foundation for Excellence*, Manitoba Education and Training). These skills should be developed and/or reinforced in every class and are considered to be important work and life skills that students would use throughout their lives.

Teachers are encouraged to choose strategies that actively engage students in their learning. Many of these strategies are described in the Strategies section of *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (Manitoba Education and Training).

The content within some of the sub-strands/sub-themes in GLO 4 (e.g., Social Responsibility/appreciation of diversity, Feelings and Emotions/loss and grief) should be treated with sensitivity. Teachers are advised to choose learning resources carefully and to consult with school administrators before implementation.

Implementation Guidelines

The following guidelines represent best practices when implementing learning, teaching, and assessment strategies related to GLO 4—Personal and Social Management:

- Choose a decision-making/problem-solving process and encourage students to use and practise the steps in daily situations.
- Make curricular connections with other subject areas (e.g., English language arts, social studies).
- Change groups, squads, teams, and partner combinations regularly to promote inclusion and interpersonal skill development.
- Choose appropriate games and activities that promote sharing, cooperation, team building, and competing graciously.
- De-emphasize winning and losing in games and promote fair play.
- Be sensitive to family configurations, accidents or deaths involving family members, and home environments when addressing topics such as loss and grief, body image, body weight, and self-esteem.



Guidelines for GLO 5—Healthy Lifestyle Practices

Description

The essence of GLO 5—Healthy Lifestyle Practices is for *students to demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality*. This GLO addresses the five major health risks for children and youth (see the Introduction to this document).

Middle Years Implications

In GLO 5, the focus is on learning about the benefits and importance of healthy living and accessing information for making healthy decisions. GLOs 4 and 5 are closely interrelated. GLO 4 focuses on the development of personal and social management skills such as goal setting/planning and decision making/problem solving for making health-enhancing decisions, while GLO 5 provides the knowledge necessary for making informed decisions related to key health issues. Students will use and apply these personal and social management skills to develop personal plans related to personal health, active living, nutrition, substance use and abuse prevention, and human sexuality. Students are expected to show an understanding of the identified health risks, plan to practise the daily health habits, learn how to seek and ask for help, access information, make simple health choices and decisions, and avoid unsafe situations.

Scope and Sequence

As reflected in the Scope and Sequence Chart for *Healthy Lifestyle Practices* (see page 153 of Framework Excerpts), an alternating year approach is used for some content areas. For example, the sub-strand Substance Use and Abuse is addressed in Grades 5 and 7.

Teaching Considerations

Teachers must remain informed about student medical information, including students with allergies. If students have food allergies, teachers need to be especially careful when teaching nutrition and when students are handling or eating food.

The following guidelines apply to both teachers and students:

- Be careful with foods similar to those causing the allergy.
- Read labels of food (and non-food) products.
- Report all food allergies.
- Carry an EpiPen kit for a serious allergy.
- Bring own food from home for parties.

- Avoid touching or tasting others' food.
- Wash hands before and after touching food.
- Ensure that contaminated hands (e.g., peanut butter) do not come into contact (e.g., eyes, mouth) with students who have allergies, their food, or anything they might touch (e.g., chair back, doorknob).
- Be aware of contamination risks.
- Avoid foods sold in bulk that are not packaged (often sold by weight) or have no label (e.g., bakery bread) to minimize contamination risks.

This document recommends and promotes *Canada's Food Guide to Healthy Eating* (Health Canada) for use in Manitoba schools; however, this is not intended to suggest that it is the only guide that may be used or to undermine nutrition guides or approaches used in other cultures or specialized diets.

For student learning outcomes related to the sub-strands Substance Use and Abuse Prevention and Human Sexuality, schools must seek parental involvement and provide a parental option prior to implementation. Teachers need to consult with the school principal and review school/division/district policies and procedures prior to planning and implementation. It is important for the school, home, and community to work together to ensure that students have the knowledge, skills, and attitudes to make informed and health-enhancing decisions.

Implementation Guidelines

The following guidelines represent best practices when addressing learning activities related to GLO 5—Healthy Lifestyle Practices:

- Be sensitive to family configurations, gender identification issues, birth and arrival stories of children, illnesses or deaths of family members, and family living conditions.
- Encourage parental involvement in the learning activities where possible and provide take-home activities that are optional.
- Be sensitive to body size, weight, restricted or specialized diets, and availability of or access to healthy foods when addressing healthy eating and body image.
- Follow current school/division/district guidelines regarding factors such as depth and breadth of content, parental communication, and learning resources for addressing the student learning outcomes related to substance use and abuse prevention and human sexuality.
- Present sexual health information in positive, accurate, and developmentally appropriate ways (e.g., make curricular connections with Grade 5 Science, Cluster 1—Maintaining a Healthy Body, when students learn about the other body systems and how lifestyle choices can affect personal health, treating the reproductive system the same as the other body systems).

Planning for PE/HE Programming

Because teaching situations vary (e.g., in relation to demographics, cultures, resources, teacher expertise, local priorities), planning is highly individual. This section provides suggestions to assist with planning for different purposes and is divided into four areas:

- Part A: Planning for Implementation
- Part B: Planning for Instruction
- Part C: Planning for Assessment
- Part D: Additional Planning

Part A: Planning for Implementation

The Framework requires schools/divisions/districts to establish a planning process for implementing the combined PE/HE curriculum. The components related to planning for overall implementation are outlined in Appendix C of the Framework (page 205). Suggestions on planning for overall implementation are also provided in this implementation document to assist teachers, administrators, and school/division/district teams with the initial planning phase. (See Appendix B: Suggestions for Planning Overall Implementation in this document.)

Part B: Planning for Instruction

Planning for instruction involves general planning using the identified student learning outcomes, as well as planning for integration, planning for students with special needs, planning for potentially sensitive content, and yearly/unit/lesson planning.

Planning Considerations

The student learning outcomes are the starting point in planning for instruction. When using a learning-outcome approach in planning, consider the following key factors:

- Some learning outcomes are related primarily to *physical education* and are best addressed in a physical education setting (e.g., practise movement skills in a gymnasium, participate in fitness activities outdoors).
- Some learning outcomes are related primarily to *health education* and are best addressed in a classroom setting (e.g., use the Sort and Predict strategy in relation to helpful and harmful substances, use learning logs or journals for goal setting).
- Some learning outcomes are *interrelated* and connect with both physical education and health education and can be addressed and/or reinforced in both the physical education setting and the classroom, depending on the context and content.
- Learning is *recursive* and many of the learning outcomes need to be addressed repeatedly (e.g., in every class, in every year, in alternate years).
- General and specific learning outcomes are *year-end* outcomes for students.

- Learning outcomes can be *clustered* or grouped, so learning, teaching, and assessment strategies can address more than one learning outcome at a time (e.g., in a “nutrition tag” game, students may demonstrate knowledge and skills related to movement, game strategies, fitness, safety, relationships, and nutrition).
- Learning outcomes for certain topics and grades facilitate *integration* with other subject areas (e.g., nutrition connects with science, decision making and problem solving connect with all subject areas).
- Some learning outcomes require *short-term* development and some require *long-term* development (e.g., knowing how to execute a tennis forehand stroke properly may require a little time but being able to perform the forehand stroke requires longer-term development).
- Learning outcomes vary in *complexity*, with some addressing only one skill or concept and others more than one skill or concept (e.g., learning outcomes related to manipulation skills involve seven skills, whereas a nutrition-related learning outcome requiring students to assess personal food intake for one to three days is a more specific task).
- While learning outcomes are not defined for attitudes, *attitude indicators* are provided to describe the desired attitudes, values, and beliefs that students are expected to develop for leading active, healthy lifestyles. (The attitude indicator statements are outlined at the end of each GLO section of each grade.)

Planning for Integration

Effective learning in PE/HE does not happen in isolation. Middle Years students learn best by making connections within and among the different subject areas. The PE/HE curriculum facilitates making connections among the learning outcomes within the curriculum, as well as with other subject areas. Within the Framework, Appendix B: Curricular Connections (pages 201 and 202) shows examples of PE and HE content that could be connected or integrated with other subject areas to support a holistic and comprehensive teaching approach. Examples of GLO connections are also provided in this implementation document, where applicable.

Teachers are encouraged to use an integrated or thematic approach to support, augment, and enhance student learning where possible. The design and placement of learning outcomes for certain topics and in specific grades within the PE/HE curriculum facilitate integration with other subject areas. To assist with integration, refer to other departmental *Foundation for Implementation* documents, including the following:

- *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (referred to in this document as 5–8 ELA)
- *Grades 5 to 8 Mathematics: A Foundation for Implementation*
- *Grades 5 to 8 Science: A Foundation for Implementation* (referred to in this document as 5–8 Science)

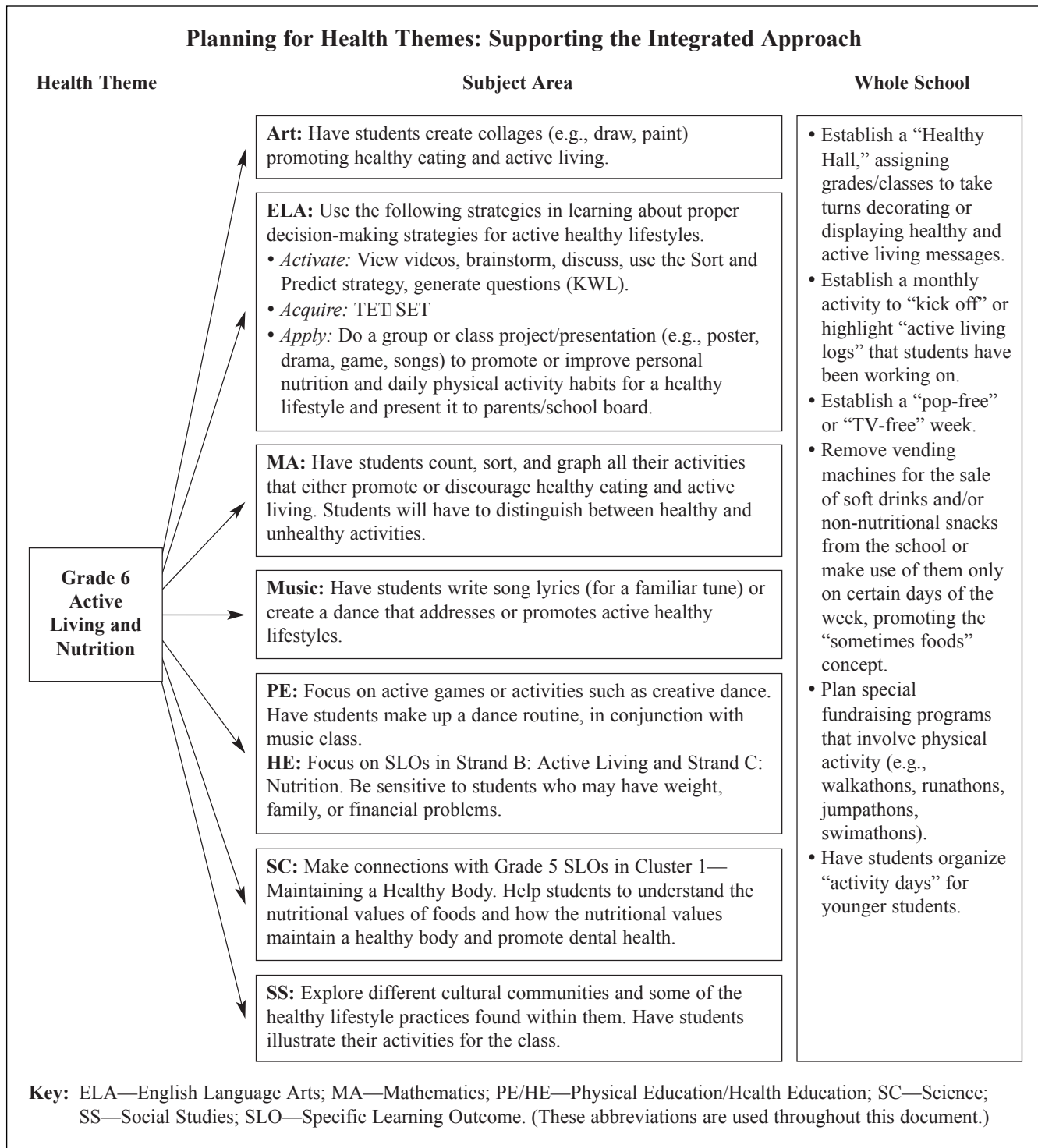
When integrating physical education into other subject areas, teachers are encouraged to choose physically active learning/teaching strategies to teach concepts and skills identified in other subject areas. An example follows:

Planning for PE Integration		
Concept/Skill	Subject Area	Learning/Teaching Strategy
Reading	English Language Arts	<ul style="list-style-type: none"> • Circuit stations using cueing cards or signage • Scavenger hunts searching for and reading symbols, terms, and/or information
Speaking	English Language Arts	<ul style="list-style-type: none"> • Peer and partner activities in which students help others with or teach others games or skills
Problem Solving	All Subject Areas	<ul style="list-style-type: none"> • Team-building challenges (e.g., group juggling)
Force and Motion	Science	<ul style="list-style-type: none"> • Applying laws related to force and motion related to human movement and sport skills
Culture and Diversity	Social Studies	<ul style="list-style-type: none"> • Multicultural games and dances
Other		

The following chart outlines the strands/sub-strands for each grade that relate specifically to health education to assist teachers in integrating topics or themes in other subject areas.

Planning for HE Integration				
Grade	Grade 5	Grade 6	Grade 7	Grade 8
GLO 3	Safety of Self and Others (including Violence Prevention and Personal Safety)	Safety of Self and Others	Safety of Self and Others (including Violence Prevention and Personal Safety)	Safety of Self and Others
GLO 4	Personal Development	Personal Development	Personal Development	Personal Development
GLO 4	Social Development (including Conflict-Resolution Process and Avoidance and Refusal Strategies)	Social Development	Social Development (including Conflict-Resolution Process and Avoidance and Refusal Strategies)	Social Development
GLO 4		Mental-Emotional Development (including stress management)		Mental-Emotional Development (including stress management)
GLO 5	Personal Health Practices (dental health)	Personal Health Practices		Personal Health Practices
GLO 5		Active Living		Active Living
GLO 5		Nutrition		Nutrition
GLO 5	Substance Use and Abuse Prevention		Substance Use and Abuse Prevention	
GLO 5	Human Sexuality		Human Sexuality	

The following example of a planning chart connects a health theme (e.g., Active Living [Strand B] and Nutrition [Strand B]) and strategies within each of the subject areas to support an integrated approach to planning for instruction.



Planning for Students with Special Needs

Manitoba Education and Youth is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

PE/HE programming can contribute to the development of responsibility, citizenship, community, and personal fitness through physical activity participation. All students, including those with special needs, have opportunities to develop the knowledge, skills, and attitudes required for physically active and healthy lifestyles.

Inclusive PE/HE recognizes the inherent value of each student, the right to take risks and make mistakes, the need for independence and self-determination, and the right of choice. Inclusive PE/HE programming

- includes all students
- uses the provincial PE/HE curriculum as a base
- respects the learning needs and interests of individual students
- involves planning and collaboration with others
- provides a range of learning and assessment experiences and supports
- considers the continuum of instructional supports for individualized programming
- personalizes learning activities as necessary
- sets realistic, yet challenging expectations
- provides assistance only to the degree required
- respects and fosters a degree of risk and availability of choices

For additional information on planning for inclusion, refer to Appendix C: Programming for Students with Special Needs.

Planning for Potentially Sensitive Content

In GLO 5—Healthy Lifestyle Practices, the strands Substance Use and Abuse Prevention and Human Sexuality include potentially sensitive content. As well, in GLO 3—Safety, the Personal Safety sub-strand addresses content related to sexual abuse and/or exploitation. Before implementing potentially sensitive content, schools/divisions/districts are required to use a planning process that includes parental, family, and community involvement to determine

- breadth/depth treatment of content
- parental options
- scheduling of instruction
- parental communication
- teacher training and requirements
- staff requirements

The Framework suggests a process to help schools/divisions/districts in planning for implementation of potentially sensitive content (see page 205 of the Framework—Appendix C: School Division/District Planning Process for Implementation of the PE/HE Framework).

For student learning outcomes related to potentially sensitive issues, schools must seek parental involvement and provide a parental option prior to implementation. A parental option means that parents may choose either the school-based delivery or an alternative delivery for the strands Substance Use and Abuse Prevention and Human Sexuality, as well as for the Personal Safety sub-strand. Parents have the right to opt for alternative delivery (e.g., home, professional counselling) for their child when the content is in conflict with family, religious, and/or cultural values.

Some student learning outcomes have content that must be treated with sensitivity, including topics such as loss and grief, body image, body weight, fitness assessment, family structures, and cultural diversity. Teachers, in consultation with their administrators, are encouraged to review learning resources and choose learning experiences that are developmentally and culturally appropriate for students.

Fostering a Learning Environment for Potentially Sensitive Content

In teaching potentially sensitive content, it is essential to foster a safe and supportive learning environment that is inclusive, challenging, caring, engaging, and interactive, enabling students to feel comfortable sharing ideas and opinions and participating in activities and discussions. Establishing ground rules or classroom guidelines helps provide a safe and supportive environment and prevent uncomfortable or embarrassing situations for the teacher and/or students.

To make informed choices, students need current and accurate information and a wide range of learning resources. Not only do they need to access the information, but they also need to learn how to interpret and make responsible decisions about the appropriateness of this information. By learning how to evaluate multiple perspectives, form their own opinions, and clarify their individual values, students develop life skills that facilitate independence and encourage diversity.

Suggested guidelines for fostering a safe and supportive learning environment include the following:

- Provide a physical space that helps students feel comfortable and safe, and arrange seating to facilitate discussion.
- Ensure that resource information and help is made available or easily accessible to students, taking into account the need for different levels of confidentiality and/or anonymity.
- Help avoid difficult situations by having the class develop and post ground rules and reviewing them before each lesson begins.

- Remind students that
 - everyone has the right to “pass” on activities/questions that feel uncomfortable
 - it is all right to feel embarrassed or not to know answers to everything
 - everyone’s opinion is to be respected
 - all questions are worthy of discussion
 - everything that is discussed in the class, stays in the class
 - anyone who has a complaint should go directly to the person to whom it relates or discuss it with the teacher first
 - using personal names or asking personal questions is not permitted
- Respect confidentiality except where it is required by law to disclose information (e.g., child abuse, protection issues, sexual abuse, dangerous situations).
- Arrange for a male-female team to share the implementation, if possible.
- Organize classes for girls and boys separately or together; however, it is important that girls and boys receive information about both genders.

For more information and suggestions, see *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education* (Planned Parenthood Federation of Canada).

Interactive Learning Strategies

Many of the activities suggested in this document are interactive and encourage students to collaborate with their peers, parents, caregivers, elders, and other adults in their community. Interaction with others allows students to clarify and explore their own ideas, expand on what they know, learn from others, challenge each other, and construct new meanings.

Teachers are encouraged to use interactive learning strategies that promote discussion and health-enhancing decision making and accommodate different learning approaches (e.g., “Dear Abby” letters, creating posters or pamphlets, brainstorming, reflection exercises, debates, drama, songs, videos, interviews, case studies, anonymous question box). Using examples of current events from newspapers, magazines, television, radio, and/or movies also moves the content away from the students themselves and makes certain issues easier to talk about. In order to foster an environment that is inclusive, teachers should try to keep the activities simple and uncomplicated so that all students are able to participate.

Question Box

Using a question box is an integral part of teaching potentially sensitive content. This strategy provides students with opportunities to ask anonymous questions in a safe environment. Other students in the class who have similar questions or comments also benefit from hearing the answers.

The question box can be useful for assessment purposes and provides the teacher with valuable feedback.

In using the question box, consider the following suggestions:

- Give all students a piece of paper at the end of each lesson. Have students write a question/comment/suggestion related to the class to be addressed during the next class. Have students put their paper into a box.
- Read and prepare responses to students' questions/comments/suggestions before the next class. One option is to transfer all the questions onto one sheet to be read during the next class. This ensures that all submissions are anonymous and kept confidential, and it allows the teacher time to prepare responses properly.
- If students ask personal questions about a topic, explain that their private lives are not to be discussed publicly. It is helpful to establish this rule in the classroom guidelines or ground rules.
- If students identify themselves in the questions submitted, be sensitive to the implications. Take care to discuss such a question with the individual in a confidential setting. If teachers feel uncomfortable with a subject or feel that a question is beyond their training, they need to contact an administrator, counsellor, or another person who can adequately discuss the topic/issue.
- In teaching potentially sensitive content, present information in a balanced manner from multiple perspectives, keeping personal values and beliefs separate from what is taught in a lesson.
- Refer students to their parents/guardians/caregivers for further discussion.

Due to the sensitive content discussed in class, it is possible that students may disclose personal information. It is suggested that teachers acknowledge what a student says and then speak to the student individually in a confidential setting. Some common indicators of abuse and neglect are outlined on the following page. Teachers should be aware of their local policy regarding child abuse and protection.

Common Indicators of Abuse and Neglect		
	Physical Indicators	Behavioural Indicators
Physical Abuse	<p>Occurs when a person in a position of power or trust intentionally injures, harms or threatens to hurt a child or youth. May take the form of hitting, slapping, shaking, kicking, pulling hair, shoving, grabbing, hazing, or throwing objects at the child.</p>	<ul style="list-style-type: none"> • Extreme or inappropriate fear responses • Cringes or flinches if touched unexpectedly • Sudden changes in behaviour • Is dressed inappropriately as a way of hiding bruises or injuries; is reluctant to change clothing
Emotional Abuse	<p>Involves a chronic or persistent pattern of attack on a child's self-esteem. May take the form of name calling, ridiculing, putting down, threatening, terrorizing, intimidating, isolating, exploiting, "adultifying" or ignoring a child's needs.</p>	<ul style="list-style-type: none"> • Chronic depression, anxiety, withdrawal • Sleep disorders • Poor self-esteem and self-image • Sliding school grades • Poor appetite
Sexual Abuse	<p>Occurs when a child or youth is used for the sexual gratification of an adult or an older adolescent with or without the child's consent. It involves exposure of the child to sexual contact, activity or behaviour. Involves exposing the child to sexual acts or sexual contact, activity or behaviour, and may include invitation to touching, intercourse or other forms of exploitation such as juvenile prostitution or pornography.</p>	<ul style="list-style-type: none"> • Communicates unusual sexual knowledge for age level • Replicates sexual behaviour at play with toys, self or others • Preoccupation with sexual subjects • Fear of locker room, washroom or "closed door" situations • Extreme reluctance to be touched • Eating disorders
Child Neglect	<p>Where the life, health, or emotional well being of the child is endangered by the neglect, refusal or inability of a parent or caregiver to provide the basic necessities of life. May take the form of inadequate supervision, inadequate or inappropriate equipment or clothing, lack of proper health and medical attention, or lack of a safe and secure environment.</p>	<ul style="list-style-type: none"> • Demanding and attention-seeking or very detached behaviour • Habitual begging or stealing • Displays severe developmental lags

Common Indicators of Abuse and Neglect: Reproduced, by permission of Manitoba Culture, Heritage and Tourism, from *You Can Help Stop Child Abuse and Neglect: Guidelines for Recreation and Sport Leaders, Instructors, Coaches and Volunteers*. Copyright © by Culture, Heritage and Tourism.

Yearly Planning

Teachers determine the organization, pace, and focus of curriculum instruction. Preparation involves long-term planning (yearly), which includes evaluation and reporting procedures, and short-term planning (unit, lesson).

A yearly plan outlines the learning activities through which a student can achieve the general and specific learning outcomes. Yearly planning provides direction and learning targets; however, it also needs to be flexible, allowing for adjustments in response to student learning requirements and/or other curricular demands. The learning activities can be organized in variety of ways (e.g., by general learning outcomes, physical activity categories, skill themes, strands, seasons) to ensure that all student learning outcomes are addressed within the year.

In developing a yearly plan, consider the following suggestions:

- Determine the number of classes for each group of students for the year for physical education and/or health education based on days per cycle, week, month, and/or term, considering number of days for holidays, in-service sessions, or other commitments.
- Determine available resources (e.g., equipment, facilities in the school and community, teacher expertise, books, software, student materials, visual aids).
- Establish time blocks (number of classes) and schedule units/modules/themes for achieving the student learning outcomes for each grade with respect to reporting periods.
- Choose an organizer to ensure that all learning outcomes are addressed within the year. (For examples, see Appendix D: Suggestions for Yearly Planning.)

Evaluation and reporting procedures are determined locally and are an important aspect of overall and yearly planning. Plans include information about reporting periods, expectations, performance criteria, and a grading system or code that shows student progress and achievement in PE/HE.

In developing an evaluation/reporting plan for PE/HE, take into account the following considerations:

- Obtain information related to when reporting to parents occurs and what grading system or code the school uses.
- Develop personal timelines for preparing report-card information.
- Establish with other staff how PE/HE should be reported (e.g., weighting of PE and HE if reporting as one, procedures for sharing information where applicable).
- Determine how this information will be communicated to students and parents on an ongoing basis.
- Determine components of the reporting system (e.g., knowledge, skills, and attitudes for each of the general learning outcomes).

Unit Planning

A unit plan combines various learning/teaching strategies to address one or more general or specific learning outcomes, strands, sub-strands, skills, themes, topics, or physical activity categories. A well-planned unit shows evidence of an integrated approach and curricular connections.

Consider the following suggestions for unit planning:

- Develop a plan with the end in mind (i.e., “How will we know whether the student has achieved the desired results?” “What evidence would clearly show that the student knows and is able to do what is required?”).
- Examine specific learning outcomes for each grade and choose groups of learning outcomes that connect and can be assessed in one or two culminating activities or performance tasks.
- Determine the overarching “essential questions” that capture the essence of what students will learn based on clusters of learning outcomes.
- Identify corresponding performance criteria, learning/teaching strategies, and helpful learning resources that support an integrated and comprehensive programming approach. (For samples organized by essential questions, see Appendix E: Unit Planner.)
- Choose learning/teaching strategies that are developmentally appropriate and promote active and interactive learning.
- Keep programming balanced by choosing a variety of learning activities (see Appendix A: Physical Activity Categories) and a variety of strategies for differentiating instruction.
- Identify ways to integrate with other subject areas and make curricular connections where possible.

Lesson Planning

In planning individual lessons (for a sample, see Appendix F: Lesson Planner), consider the following suggestions:

- Identify general and specific learning outcome(s) to be addressed.
- Identify student learning requirements.
- Choose learning/teaching strategies that require students to activate, acquire, and apply knowledge, skills, and attitudes.
- Assess the space/facility and equipment required for the lesson and check in advance for safety factors and adequate supplies.
- Plan class organization and formation changes so that transitions do not waste time.
- Establish key words or cues that contribute to the development of student understanding.
- Identify ways to make curricular connections across the general learning outcomes and with other subject areas.
- Identify assessment strategies and tools that will be used to determine the rate and extent of learning for each student.
- Include challenges, modifications, adaptations, or accommodations for students with special needs, talents, or skills.

Part C: Planning for Assessment

Assessment involves collecting information or data on student performance in relation to the learning outcomes to assist with future planning and communicating student progress and achievement. Teachers are encouraged to involve students in the process and ensure that they are familiar with the performance expectations and assessment criteria.

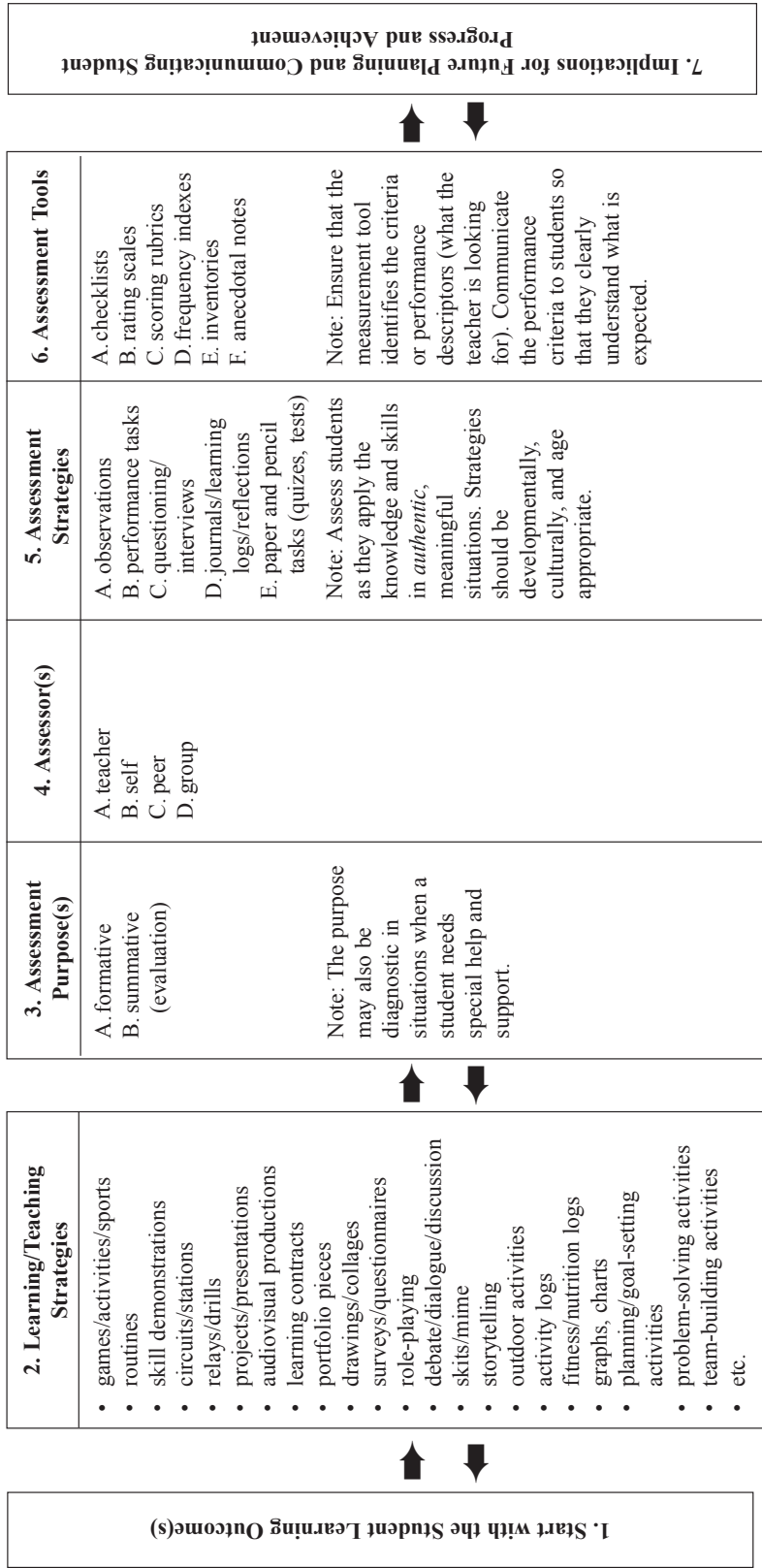
The following planning steps for designing or planning assessment strategies are outlined in the Framework (see the Framework, Appendix A: Assessment, Evaluation, and Reporting, 195):

- Identify what the student should know, be able to do, and value (i.e., choose a specific learning outcome or a cluster of outcomes and/or attitude indicators to be assessed).
- Identify the expected performance or product and its elements (i.e., What are its key characteristics?).
- Identify the criteria/performance descriptors that will help determine how well the student has achieved the specific learning outcome(s) (i.e., How will you know the student has achieved the outcome?).
- Select an assessment method or tool for collecting information related to the specific learning outcome(s) (e.g., performance assessment task, authentic assessment, anecdotal records, checklists, rating scales, rubrics).
- Select a learning experience best suited to observe and measure achievement (e.g., game, learning log, portfolio, research project).
- Decide who will assess the performance (e.g., teacher, peer, student, others).
- Decide on implementation strategies, considering relevant factors (i.e., the time the learning activities take, class organization, documentation method).
- Decide how this information will be used (i.e., formative, summative, diagnostic) and who the target audience will be (e.g., student, teacher, parent, administrator, general public).

For additional information, refer to pages 195 to 199 of Appendix A in the Framework.

The following chart, Planning for Assessment of Learning Outcomes, reflects the planning steps above and outlines a process for planning for assessment starting with the learning outcome(s). This chart guided the development of the suggestions for assessment presented in this document to ensure that assessment is continuous, ongoing, meaningful, and fair. For more information and suggestions related to each column of the chart, see Appendix G: Information Related to Planning for Assessment of Learning Outcomes.

Planning for Assessment of Learning Outcomes



Assessment should be continuous, ongoing, meaningful, and fair.

The following information is identified for each suggestion for assessment in this document.

Format:

Assessment Strategy: Title of Learning/Teaching Strategy

Assessor: Assessment Tool

Example:

Performance Task: Resource Interview

Peer Assessment: Scoring Rubric

Part D: Additional Planning

The following are further suggestions for consideration in planning the implementation of physical education and/or health education (Tenoschok 32):

- Develop an *Emergency Plan* for situations such as a fire or an unexpected illness/accident involving self or others. Include information such as location of fire exits, class lists, class leaders' names, safety rules, class organization and management routines, lesson plans for a substitute for unexpected absence due to illness or an emergency.
- Establish a *Medical Procedure Plan* that includes a process for obtaining student medical information on an ongoing basis; procedures and alternative strategies for students that need to be excused from participating due to illness or injury; medical procedures to be used in case of an injury or accident.
- Develop *Alternative Lesson Plans* in situations when the weather may prevent the class from going outdoors or the gymnasium is used for another event.
- Develop with school staff an *Individual Education Plan* for students with special needs and make modifications, adaptations, and accommodations where necessary. (See Appendix C: Programming for Students with Special Needs.)
- Establish a *Safety Check Plan* for checking the facilities and equipment and determine procedures for making maintenance requests. (Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* [MPETA *et al.*].)
- Establish a *Purchasing Plan* for ordering equipment and supplies related to budgeting, prioritizing equipment needs and wants, and filling out purchase orders.
- Establish a *Storage Plan* for proper storage, care, and use of equipment, including signage where needed for outdoor users.
- Establish a *Code of Conduct* to promote safety in active play spaces at the school, including playground areas and structures.
- Develop with school staff a *Special Events Plan* for events (e.g., intramural activities or clubs, field days, Olympic days, "Jump Rope for Heart" days) that could be conducted during the year.
- Determine ways to support physically active and healthy lifestyles for all students through a *School Health Promotion Plan* that promotes family and community involvement and provides health instruction, support services, and a safe environment.

Notes



Grades 5 to 8

**Suggestions for Instruction
and Assessment**



GRADES 5 TO 8: SUGGESTIONS FOR INSTRUCTION AND ASSESSMENT

Section Organization

The suggestions for instruction and assessment contained in this section of the document provide teachers with a foundation for implementing the Grades 5 to 8 student learning outcomes identified in *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.

Student Learning Outcomes

This section of the Grades 5 to 8 document is organized by grade. Each grade is further divided into the five general learning outcomes (GLOs):



- **GLO 1—Movement:** The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



- **GLO 2—Fitness Management:** The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



- **GLO 3—Safety:** The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



- **GLO 4—Personal and Social Management:** The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



- **GLO 5—Healthy Lifestyle Practices:** The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

The specific learning outcomes (SLOs) are listed at the end of each GLO section for each grade. They also appear on the poster charts included with this document.

The Four-Column Format

A two-page, four-column format is used for each grade:

- Column one cites the specific learning outcomes that define what students are expected to achieve at the end of each grade. They include knowledge- and skill-related learning outcomes for each of the general learning outcomes.
- Column two contains suggestions for instruction directly related to the attainment of specific learning outcomes.
- Column three contains teacher notes that provide background information and/or planning hints.
- Column four contains suggestions for assessing specific learning outcomes.

The following pages provide further clarification on reading the four-column format and the specific learning outcomes.

Blackline Masters

Grade-specific blackline masters (BLMs) that are intended to support and enhance student learning and assessment follow the suggestions for instruction and assessment for each grade. (Additional BLMs that apply to all grades appear in Appendix H: General Blackline Masters.) Teachers can adapt and personalize the electronic version of the BLMs for classroom use. (Refer to the Manitoba Education and Youth website: <http://www.edu.gov.mb.ca/ks4/cur/physlth/index.html>.)



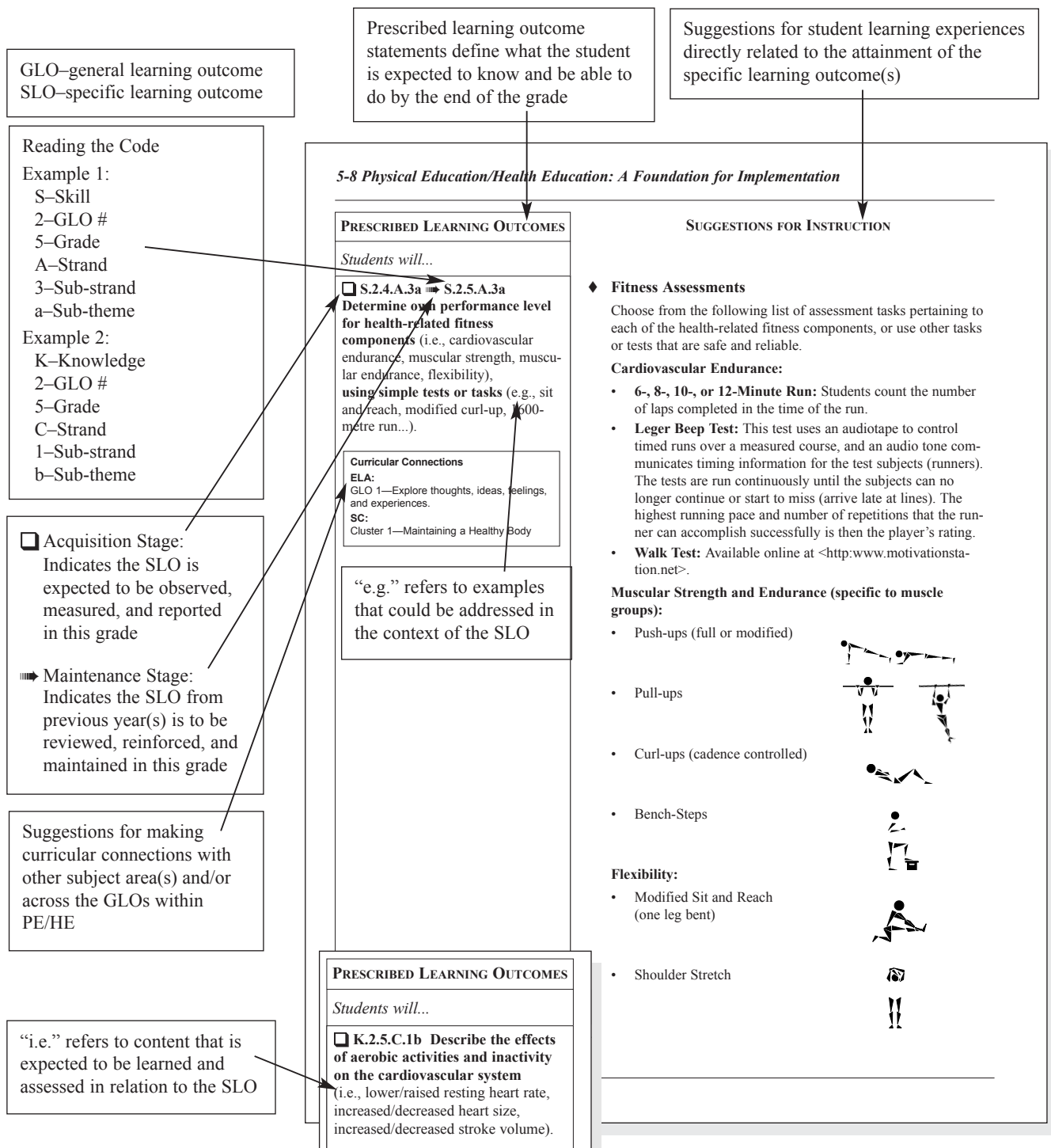
Resources to Support Integration

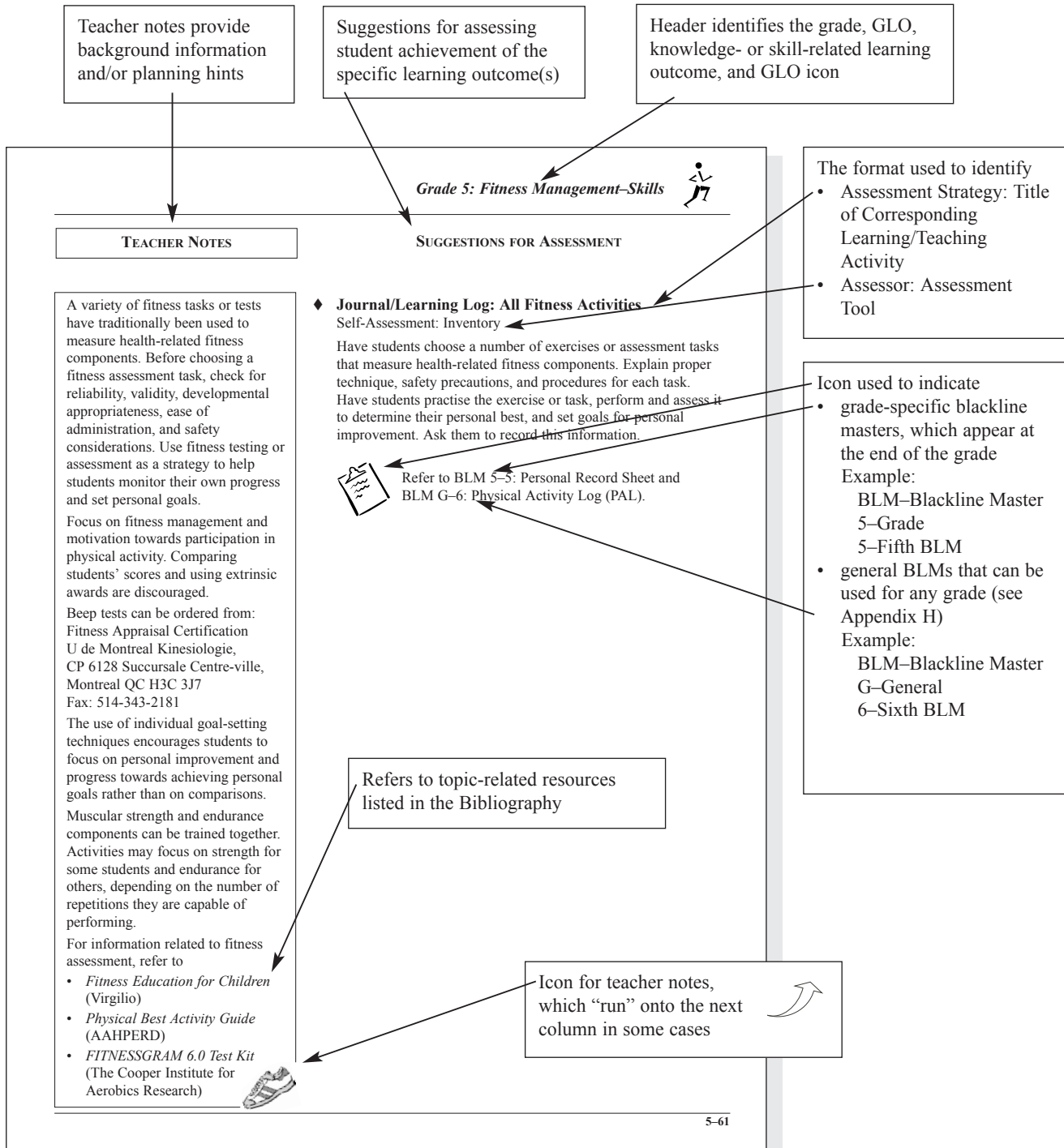
To facilitate curricular connections and integration and the application of content within a physical education/health education context, this document contains references to other departmental resources (cited in the Bibliography):

- *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis*
- *Conflict Resolution: Safe Schools: A Bibliography, October 2001*
- *Curricular Connections: Elements of Integration in the Classroom*
- *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*
- *Éducation Physique : Guide pédagogique, Première année*
- *A Foundation for Excellence*
- *Grades 5 to 8 English Language Arts: A Foundation for Implementation*
- *Grades 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards*
- *Grades 5 to 8 Mathematics: A Foundation for Implementation*
- *Grades 5 to 8 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards*
- *Grades 5 to 8 Science: A Foundation for Implementation*
- *Grades 5 to 8 Science: Manitoba Curriculum Framework of Outcomes*

- *Human Sexuality and Sexual Orientation: A Bibliography, 2002*
- *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*
- *Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation*
- *Kindergarten to Grade 8 Physical Education/Health Education Learning Resources: Annotated Bibliography: A Reference for Selecting Learning Resources (September 2002)*
- *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*
- *Native Games: Teacher Handbook*
- *Native Studies: Middle Years (5–8): A Teacher’s Resource Book*
- *Native Studies: Middle Years (5–8): A Teacher’s Resource Book Framework*
- *A Prairie Tour: A Grade 5 Interdisciplinary Middle Years Multimedia Unit for Teachers*
- *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*
- *Substance Abuse Prevention: A Bibliography, May 2002*
- *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*
- *Technology As a Foundation Skill Area: A Journey toward Information Technology Literacy*
- *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*
- *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*

Guide to Reading the Four Columns





Notes



Grade 5

**Physical Education/
Health Education**



Grade 5

1. Movement

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns (i.e., transport, manipulation, and balance skills).</p> <div data-bbox="110 499 548 695" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: GLO 1—Movement (S.1.5.A.1, S.1.5.A.2, S.1.5.A.3, K.1.5.B.3c) SC: Cluster 3—Forces and Simple Machines</p> </div>	<p>◆ Lead-up Games and Activities</p> <p>Have students participate in a variety of games and activities using transport, manipulation, and balance skills. After students have learned a skill, they assess their ability, practise the skill, and then do a post-test.</p> <p>Examples of Games/Activities:</p> <ul style="list-style-type: none"> • Transport skills—line dancing, aerobic routines, jump rope, skating, cross-country skiing • Manipulation skills—basketball lead-up games, rhythmic gymnastics, juggling • Balance skills—gymnastics, skating <p>◆ Skill Stations</p> <p>Set up skill stations for practising different movement patterns (i.e., transport, manipulation, and balance skills), with performance criteria outlined at each station. Designate student leaders to help students assess themselves on each of the skills. Have students record their self-assessments on a recording sheet.</p>



TEACHER NOTES

Introduce, explain, use, and reinforce movement throughout the year.

The purpose of the student learning outcomes and of this document is to ensure that all students acquire the **knowledge, skills, and attitudes** to become physically active and to make health-enhancing decisions designed to improve their personal quality of life.

The **knowledge outcomes** often relate closely to the **skill outcomes** and therefore the learning activities are at times interchangeable and complementary.

Attitude indicators for each of the general learning outcomes (GLOs) define the desired attitudes and are included to guide teachers in anecdotal reporting of attitudes.

Always encourage students to develop positive attitudes through involvement in emotionally safe, enjoyable, personally meaningful, and challenging learning environments.

The learning outcomes and attitude indicators are listed

- at the end of each GLO section
- on the summary charts for each GLO (see Framework Excerpts at the end of this document)
- on the poster charts included with this document



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Lead-up Games and Activities (Line Dancing)**

Self-Assessment: Checklist

After students have been introduced to line dancing, have them do a pre-test, give them time to practise the skill, and then do a post-test.

Suggested Criteria:

The student is able to

- detect errors in the pre-test
- analyze errors during practice times
- correct errors in the post-test
- other

◆ **Performance Task: Skill Stations**

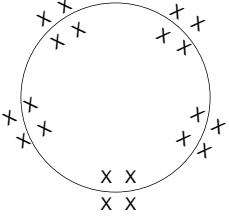
Self-Assessment: Rating Scale

Have students participate in the skill stations and assess their ability to perform each of the skills.

Rating Scale	
Score	My performance demonstrates
3	• all performance criteria identified
2	• some of the performance criteria identified
1	• few of the performance criteria identified



Refer to BLM 5–1: Self-Assessment of Movement Skills.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.5.B.1 Identify personal and controllable factors (i.e., time, effort, interest, attitude, good practice habits) that may affect movement skill development.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.5.A.1, S.1.5.A.2, S.1.5.A.3)</p> </div>	<p>◆ Carousel Brainstorming</p> <p>Divide the class into five groups and display five posters around the room identified as Time, Effort, Interest, Attitude, and Good Practice Habits. Students start at one of the posters and record any ideas they have on personal and controllable factors that may affect movement skill development. When the music starts, students run laps in the gym until the music stops. When they stop running, they go to the next poster and write down their ideas. Students continue until they have visited all posters. As a cool-down, students walk to each poster to read all responses.</p> <p>◆ Rotating Reel</p> <p>Divide students into groups of four and ask each group to sit or stand and form a large circle. Each group member chooses a number from one to four. Have students discuss how one factor (e.g., time) affects movement skill development. Call out a number from one to four and have the students with that number move to the next group and share the discussion from their group with the members of the new group. To vary the makeup of the groups, have students move in a clockwise direction, move counter-clockwise, and so on.</p> 
	<p>◆ Interview</p> <p>Have students choose an athlete to interview about the factors that affect his or her personal skill development, and report findings to the class.</p> <p>◆ T-Chart</p> <p>Have students practise a new skill (e.g., juggling, using kick sacks, cross-country skiing, using the four-step approach in 10-pin bowling, playing Sepak Takraw—see teacher notes for learning outcome S.1.5.B.2). After their first attempt, have students record what the skill looks and feels like on a T-Chart or Y-Chart (see teacher notes). After a few practice rounds, ask students to record their feelings again on the chart. Have students share personal experiences to determine the factors that may affect movement skill development.</p>



TEACHER NOTES

Treat this learning outcome with sensitivity, recognizing that students may feel self-conscious about their abilities. It is important, however, that students learn acceptance of self and tolerance of others.

For further information on programming for students with special needs, refer to the series *Moving to Inclusion* (National Education Steering Committee of the Moving to Inclusion Initiative).

Teachers may wish to use a T-Chart or a Y-Chart, such as the following.

T-Chart	
Looks Like	Sounds Like
Trial #1	
•	•
•	•
•	•
Trial #2	
•	•
•	•
•	•
Trial #3	
•	•
•	•
•	•

T-Chart: Adapted from 5–8 ELA, BLM–58.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Carousel Brainstorming**

Teacher Assessment: Informal Inventory

After the Carousel Brainstorming activity, ask the class to respond to the following questions orally or in a journal entry:

- What are some of the factors that may affect your movement skill development?
- What can you do if you want to improve your movement skill development?

Suggested Criteria:

Look for number of responses related to controllable factors such as

- time
- effort
- interest
- attitude
- good practice habits
- other

TEACHER NOTES (continued)

Y-Chart

Feels Like

Sounds Like

Looks Like

Y-Chart: Adapted from 5–8 ELA, BLM–59.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.5.B.2 Identify biomechanical concepts for controlled movement, including balance activities (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

SC:

Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **One-on-One Tug**

Working in pairs, students hold each other’s right wrist and stand sideways with a line on the floor between them. On a given signal, they try to pull their partner over the line. Have students do three trials:

- **First Trial:** Students try to keep their feet together.
- **Second Trial:** They move their legs apart but keep their knees straight.
- **Third Trial:** They widen their stance and bend their knees.

Have students discuss which position felt the most stable and why.

◆ **Run and Stop**

Have students run around the gym as music plays. When the music stops, students come to a stop, feet together, legs slightly bent. The next time they stop they have legs apart and knees bent. Repeat both stops several times. Ask students which position (feet apart and knees bent or feet together and knees slightly bent) feels more balanced. By bending knees, students should discover they are lowering their centre of gravity, and by stopping with feet apart, they are increasing their base of support.

Variation: Students run and stop as described above while dribbling a basketball.

◆ **Turn the Turtle**

Have students work in pairs. One partner (“turtle”) lies on his or her stomach on a mat. The other partner kneels and tries to turn the “turtle” over. The student lying down resists, using biomechanical concepts. Discuss factors that would make it harder to turn the “turtle” over:

- keeping the centre of gravity low by lying down
- keeping the body in a wide shape to increase the base of support
- having a large size (or mass)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Teach students the basic concepts of stability, which the Coaching Association of Canada (5–5) defines as follows:

- **“Gravity** is a force that exerts a downward pull on people and objects.”
 - “The **centre of gravity** is a balance point—the imaginary point at which a person’s or object’s mass...may be thought of as being concentrated.”
 - “The **line of gravity** is an imaginary line passing straight down through the centre of gravity to the ground.”
- **“Mass** is a measure of resistance to linear motion...usually measured in kilograms. Greater mass means greater resistance to motion.”

The principle associated with stability may be stated as follows: “The lower the centre of gravity, the larger the base of support, the closer the line of gravity to the centre of support, and the greater the mass, the more stability increases” (Coaching Association of Canada 5–5).

Have students make posters using the definitions provided in Appendix I: Glossary for the concepts and terms related to balance.

For more information on biomechanical principles, see *3M National Coaching Certification Program: Coaching Theory Level 2* (Coaching Association of Canada).

◆ **Paper and Pencil Task: One-on-One Tug**

Teacher Assessment: Inventory

With their partners, students discuss the results of their tugs. Have them record on chart paper the biomechanical concepts that explain their results.

Variation: Use self-adhesive notes to report findings.

Suggested Criterion:

Look for


- number of correct responses

◆ **Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Have students keep notes in their journals related to biomechanical concepts for selected games and activities in which they participate. For example, students should be able to determine that stability will increase by

- lowering the centre of gravity
- increasing the base of support
- moving the line of gravity closer to the centre of support
- increasing the mass of the object

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.1.5.B.3a Design movement sequences that show contrast in levels, planes, pathways, and directions (e.g., gymnastic floor exercise routine...).</p> <div data-bbox="110 533 550 758" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.A.1)</p> </div>	<p>◆ Design a Routine</p> <p>Have students design a group routine that consists of various levels, planes, pathways, and directions. The routine can include jump rope, aerobics, dance, gymnastics or rhythmic gymnastics, or creative dance.</p> <p>◆ Obstacle Course</p> <p>Have students design an obstacle course that includes different levels, planes, pathways, and directions. See the example of an obstacle course suggested for learning outcome S.1.5.A.1.</p>
<p><input type="checkbox"/> K.1.5.B.3b Show an understanding of the terms that describe the action of the muscles and joints (e.g., flexion, extension, rotation...).</p> <div data-bbox="110 1205 550 1501" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.D.2) SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Warm-up and Cool-down Stretches</p> <p>Have students lead warm-up and cool-down stretches using appropriate language to describe the actions of the muscles.</p> <p>◆ Gymnastic Routines</p> <p>After students have performed the gymnastic routines developed for learning outcome S.1.5.D.2, have them identify the skills in their routines that involve flexion, extension, and rotation. Discuss the importance of full extension and flexion in the aesthetics of movement.</p> <p>◆ Body Sculpture</p> <p>Prepare cards that describe a shape (e.g., flex right elbow and left knee). Have students work in pairs to make the shapes. All joints will be extended except the joints specified on the cards.</p> <div data-bbox="654 1583 760 1692" style="text-align: center;">  </div> <p style="text-align: center;">See BLM 5–3: Body Sculpture Cards.</p> <p>◆ Sport-Specific Skills</p> <p>Encourage students to use appropriate terms when coaching peers on sport-specific skills. For example, in a set shot in basketball, flex elbow and wrist back and then fully extend elbow, and flex wrist forward when releasing the ball.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Give students examples of levels, planes, pathways, and directions prior to the activity. Clarify the routine criteria before assigning the tasks.

Refer to Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.

◆ **Performance Task: Design a Routine**

Teacher/Peer Assessment: Checklist

The teacher or peers observe students and assess whether the routine meets the suggested criteria.

Suggested Criteria:

The routine clearly demonstrates

- a beginning pose
- two changes of level—high, medium, low
- two changes in direction—forwards, backwards, sideways
- two changes of pathways—straight, zigzag, curved
- an ending pose



See BLM 5–2: Design a Routine Checklist.

Discuss the structure and function of the different joints and muscles in the human body. Use posters and models of skeletons to help students understand how the body moves.

Definitions:

- **Flexion**—the decrease of the angle formed by the bones in a joint.
- **Extension**—the increase of the angle formed by the bones in a joint.
- **Rotation**—movement in the horizontal plane of a joint.

See *Kinetic Anatomy* (Behnke 28–30).



◆ **Performance Task: Warm-up and Cool-down Stretches**

Peer Assessment: Rating Scale

Have students lead warm-up and/or cool-down stretches. Students rate each other on their ability to describe the movements correctly using appropriate terms (flexion, extension, rotation).

Rating Scale	
Scale	The student
3	• is able to describe the movements correctly
2	• is able to describe the movements most of the time
1	• has difficulty understanding and describing the movements

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.5.B.3c Recognize the qualities of effort (e.g., force, time, flow...) in a movement sequence performed with others (e.g., Inuit partner activities...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.5.D.1, S.1.5.D.2)</p> <p>SS: Identity, Culture, and Community</p> </div>	<ul style="list-style-type: none"> <li data-bbox="605 317 1421 485"> <p>◆ Gymnastic Routines</p> <p>After students have performed the gymnastic routines developed for learning outcome S.1.5.D.2, have them discuss and observe the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 516 1421 705"> <p>◆ Line Dances</p> <p>Have students work with others to create their own line dances using combinations of previously learned dances. Have them discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 737 1421 926"> <p>◆ Jump Rope</p> <p>Have students work with others to create their own jump rope routines using combinations of previously learned skills. Have them discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 957 1421 1188"> <p>◆ Step Aerobics</p> <p>Have students participate in a step aerobic workout. Students then work in small groups to create a step aerobic routine, each student in the group taking responsibility for creating a part of the routine. Have students discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 1220 1421 1409"> <p>◆ Aerobic Routines</p> <p>Have students work with others to create aerobic routines using previously learned skills. Students can lead younger students in an aerobic workout. Have them discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 1440 1421 1629"> <p>◆ Hip Hop Routines</p> <p>Have students work with others to create their own music video with hip hop dancing. Have them discuss the different qualities of effort in their own and others’ routines.</p> <li data-bbox="605 1661 1421 1808"> <p>◆ Folk Dances</p> <p>Have students participate in a variety of folk dances. Have them discuss the different qualities of effort in their own and others’ routines.</p>



TEACHER NOTES

See Appendix I: Glossary for definitions of the **qualities of effort in movement**.

A **sequence** is a “movement sentence” with a beginning, a middle, and an ending. Provide students with examples of movement sequences for practice and then have them invent their own sequences.

For suggested Inuit partner activities, refer to *Inuit Games* (Keewatin Divisional Board of Education).

For more information on Jump Rope for Heart, contact the Heart and Stroke Foundation of Manitoba.

When doing the rhythmic or dance-type activities related to different cultures, have students describe the elements of movements significant to the particular cultures (e.g., the sounds and steps associated with Aboriginal dances).



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Sequences or Routines

Peer Assessment: Inventory

Have students watch movement sequences performed by others, and discuss the following characteristics.

Suggested Criteria:

Look for

- slow movements
- fast movements
- light movements
- strong movements
- free movements
- bound movements
- smooth transitions between moves

PRESCRIBED LEARNING OUTCOMES

Students will...

K.1.5.B.3d Describe the concept of relationships as it applies to a moving object and/or person (e.g., passing a ball in front of a person while running...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

SC:

Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **Football Pass**

Have students play catch with a partner. One student is the quarterback and the partner runs different patterns, attempting to catch the ball. After students have had sufficient time to practise throwing in different directions, use the following questions for discussion:

- Why is it important to keep your eye on the ball as it moves towards you?
- Why is it important to throw an object ahead of a person who is moving away from you?

Variation: Have students use sidewalk chalk to draw the running patterns for their partners.

◆ **Grid Activities**

Using cones, divide the gym into six or eight spaces. Students work in groups of three, each student standing in a different corner of the designated space. One student has a ball. Students without the ball run into the empty corner. The student with the ball throws to the person moving to the open corner.

Variation: Kick a ball to persons moving into corners.

◆ **Ultimate**

Have students participate in throwing activities in the game of ultimate. As part of a cool-down activity, ask students to describe the concepts of relationships in throwing or intercepting a pass.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Refer to Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.



See BLM G–1: Grid Activities.

◆ **Observation: Football Pass**

Teacher Assessment: Frequency Index

Use a class list to record a check mark each time a student correctly demonstrates the ability to determine where to throw the ball to his or her moving partner.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>□ K.1.5.C.1 Apply the rules of lead-up games (i.e., low-organized games of own design) while participating and/or officiating.</p> <div data-bbox="110 499 548 772" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.B.3)</p> </div>	<ul style="list-style-type: none"> ◆ Create a Game Have students develop a lead-up game for a sport of their choice and teach their game to the class, clearly outlining the safety practices and rules of the game. ◆ Lead-up Games Have students participate in a variety of lead-up games. Explain the rules and then observe students’ ability to apply them. ◆ Tournament Play Explain the rules of selected games and have students participate in a sport tournament as described for learning outcome S.1.5.B.3. Divide the class into five teams. Four teams play on two courts and the fifth team is responsible for officiating. In a volleyball tournament, for example, there are two referees, a scorekeeper, and line officials. Assign a student to be a “rules recorder” to record who does or does not follow the rules. Variation: In a small class, divide the class into three teams and play on the full court.
<p>□ K.1.5.C.2 Use the general terminology (e.g., offence, defence, crease, pacing...) associated with lead-up games and activities.</p> <div data-bbox="110 1325 548 1556" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.5.C.1)</p> </div>	<ul style="list-style-type: none"> ◆ Lead-up Games and Activities Have students use correct terminology for each lead-up game and activity in which they participate. When introducing a new activity, brainstorm the terms associated with that activity, or use the Word Cycle strategy (see <i>Success for All Learners</i> 6.31). ◆ Create a Game Have students teach classmates the game they created in relation to learning outcome K.1.5.C.1, using correct terminology. ◆ Five Passes Have students play a game in small teams (two on two, three on three, and so on), using one-on-one defence. One team starts with a ball. The object of the game is to complete five consecutive ball passes. If a team drops the ball, the other team immediately attempts five passes. Upon achieving five passes, a team receives a point and gives the ball to the other team.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

When creating a game, students should include the following elements and information:

- the number of players—a choice of one player, partners, or a group
- the area assigned to or available for the game
- the equipment available or chosen by the players
- the object of the game
- the rules and skills of the game
- the safety rules or considerations

In the tournament, follow a round robin structure to allow for equal playing time. For example,

- team 1 versus 2
- team 2 versus 3
- team 1 versus 3

This can be repeated if time allows.

◆ **Performance Task: All Games**

Self-Assessment or Peer Assessment: Rating Scale

After playing a game, students rate their ability to follow and apply the rules using the following rating scale.

Rating Scale	
Scale	Criteria
4	• I understood all the rules and was able to follow them in the game.
3	• I understood all the rules and was able to follow them most of the time in the game.
2	• I understood all the rules but had difficulty following them in the game.
1	• I did not understand all the rules of this game.

It is important to use correct terminology when teaching lead-up games and activities.

Contact provincial sport organizations for more information.

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.



◆ **Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Have students record correct terminology for each lead-up game and activity in which they participate.

◆ **Performance Task: Create a Game**

Peer Assessment: Inventory

Have students submit a list of all game-specific terms used in the game. Have an observer keep a record of the terms as students use them in teaching the game.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.5.C.3 Determine effective game strategies in group activities using a problem-solving approach (e.g., devise an attacking and a defending strategy in a mass participation game...).

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

PE/HE:

GLO 4—Personal and Social Management

SUGGESTIONS FOR INSTRUCTION

◆ **Spies and Chaos**

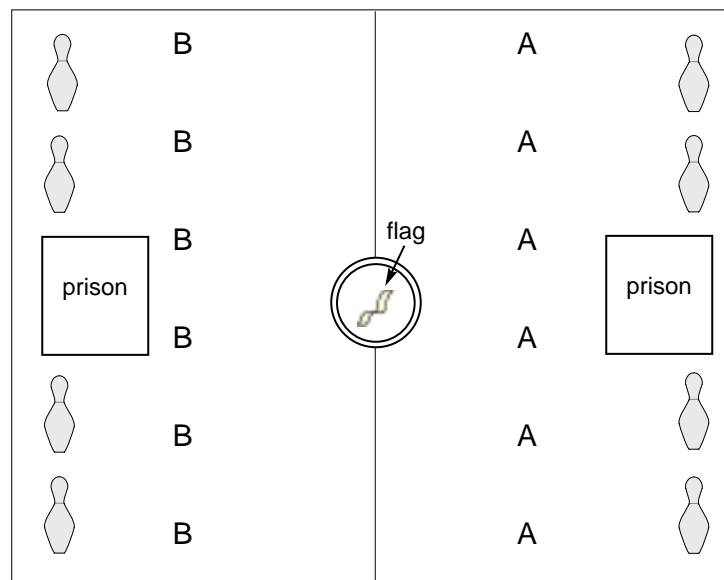
Divide the class into two teams for a timed activity. The object of the game is to deliver the greatest number of country cards to the correct countries. This game is best played on a large field or wooded area. One team, consisting of “spies,” has a set of cards that have the names of three different countries on them and tries to deliver them to the correct country locations on the field. The other team, called “chaos,” tries to stop the spies from successfully delivering their cards to the three different locations. If a spy is tagged by a chaos player, the spy must give the card he or she is carrying to the chaos player. After a specified time the teams change roles.

Have teams meet at the beginning to devise a plan for offence and/or for defence.

◆ **Treasure Island**

Divide the class into two teams. Each team wears corresponding flag football flags. All students attempt to steal pins from the opposite end of the playing field. If their flag is pulled, it is put in the centre hoop and the students are put in a prison area on their opponents’ side. A teammate may save them by picking up their stolen flag from the centre circle and getting it to them without being tagged. The players can then return to their side and continue to play.

Treasure Island





TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review the steps in the problem-solving process:

1. Define the topic or issue.
2. Explore choices or possible options.
3. Check alternatives or choices against rules and fair-play principles/ideals.
4. Identify possible solutions.
5. Decide on or take action.
6. Evaluate and revise decision.

◆ **Journal/Learning Log: All Games**

Self-Assessment: Anecdotal Notes

Have students record, in their journals, the strategies that worked and the strategies that were not successful in their offence and defence plans in group games. Also, have students indicate for the strategies that were not successful, what might work better.

◆ **Questioning/Interview: All Games**

Teacher Assessment: Inventory

After the class has played a game, ask students, on a rotational basis, which game strategies were effective and which were not.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.5.C.4 Show an understanding of teamwork and fair play while participating in different physical activities (e.g., suggest rule changes to improve fairness of the game...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 4—Personal and Social Management

SUGGESTIONS FOR INSTRUCTION

◆ **Lead-up Games and Activities**

Discuss with students the importance of fair play in all games and activities. After the discussion, pose the following questions and have students, in pairs, share a positive personal example of each.

Questions for Discussion:

- Did you respect the rules in the game today?
- Do you believe everyone respected the rules today?
- Did you respect the officials and accept their decisions?
- Did you respect your opponents?
- Did you have an equitable amount of playing time?
- Did you maintain your self-control at all times?

◆ **Team Tunnel Ball**

With teams of eight to 12 players, using approximately seven metres of flexible tubing, 20 to 30 tennis balls, and a stop watch, have students time how long it takes them to move all the balls from one end of a tube to the other. Have teams discuss how they can work together to improve their time.





TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For resources on fair play, see The Spirit of Sport Foundation website: <<http://www.spiritofsport.ca>>.



◆ **Observation: All Lead-up Games and Activities**

Teacher Assessment: Inventory

While observing activities, record students’ ability to follow the fair-play ideals/rules.

◆ **Questioning/Interview: All Games**

Self-Assessment: Inventory

At the end of class, have students line up and report their rating based on the following Fair-Play Rubric. If the teacher wants to discuss a student’s positive or negative rating, the student goes to the end of the line. This gives the teacher an opportunity to discuss with individual students their rationale (since students may be too hard or too easy on themselves).

Fair-Play Rubric					
Fair-Play Rules*	Demonstration of Fair-Play Behaviours	4 All the Time	3 Most of the Time	2 Some of the Time	1 Rarely
Respect the rules.	The student <ul style="list-style-type: none"> plays by rules follows rules without being reminded demonstrates honesty while playing 				
Respect the officials and accept their decisions.	<ul style="list-style-type: none"> accepts decisions of the officials or teacher does not complain 				
Respect your opponent.	<ul style="list-style-type: none"> compliments other players on polite behaviour or skillful performance encourages others by cheering or making positive statements talks politely to others with no put-downs or name calling refrains from bragging about accomplishments 				
Give everyone equal/equitable opportunity to participate.	<ul style="list-style-type: none"> shares and takes turns offers to change players or positions to allow everyone to play invites others to play notices who is not playing and helps them get involved does not complain about assigned partner or group 				
Maintain your self-control.	<ul style="list-style-type: none"> maintains self-control with no emotional outbursts or temper tantrums makes positive comments to others refrains from fighting accepts winning and losing with grace 				

* **Fair-Play Rules:** CAHPER/CIRA, *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 1* (Leisure section, 16).

PRESCRIBED LEARNING OUTCOMES

Students will...

□ S.1.5.A.1 Perform transport skills for control, applying mechanical principles (e.g., angle of projection, gravity, absorption...) **while travelling alone and/or with others, with or without obstacles.**

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (K.1.5.B.2)

SC:

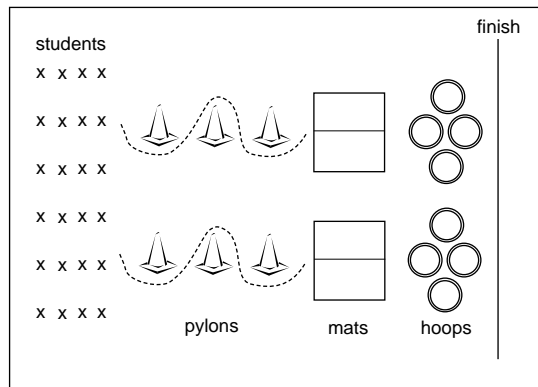
Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **Relays**

Have students participate in relays that involve running, galloping, skipping, and hopping around pylons in a slalom pattern, as well as jumping or hopping in or over obstacles. Transport skills can be performed forwards, backwards, and sideways.

Example:



◆ **Gymnastic Routines**

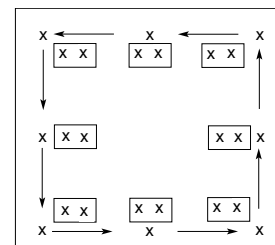
Have students perform transport skills (e.g., running, jumping, hopping, skipping, galloping) as part of a gymnastic floor routine. Ensure that students vary the direction, pathways, and height of the transport skills they perform.

◆ **Jump Rope**

Have students perform jump rope tricks using transport skills.

◆ **Musical Mats**

Divide students into groups of three or four and have them sit or stand on a mat inside the border of the volleyball court. When the music starts, one student from each group performs a selected transport skill (e.g., running, skipping, galloping, hopping, jumping) around the perimeter of the volleyball court. When a student returns to the mat, the next person goes. When the music stops, the students moving continue in the same direction and run back to their mats.



Variation: Include transport skills that involve moving backwards and sideways.

(continued)



TEACHER NOTES

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. It is recommended that skills in each of the categories (transport, manipulation, and balance) be assessed separately.

See *Up Down All Around* (Russell, Schembri, and Kinsman) for more descriptions of gymnastic activities.

Jump Rope for Heart materials are available from the Heart and Stroke Foundation of Manitoba.

Applying mechanical principles to the specific movement skills helps students understand why they need to perform the skills in certain ways.

See learning outcome K.1.5.B.2 for basic concepts related to stability.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Relays**

Self-Assessment: Scoring Rubric

When students participate in relay activities, have them assess their skill after each turn. Students can assess each skill mentally and record the results after the activity is completed.

Suggested Criteria:

Use criteria suggested in BLMs G–5, G–6, and G–11 in *Kindergarten to Grade 4 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Training and Youth).

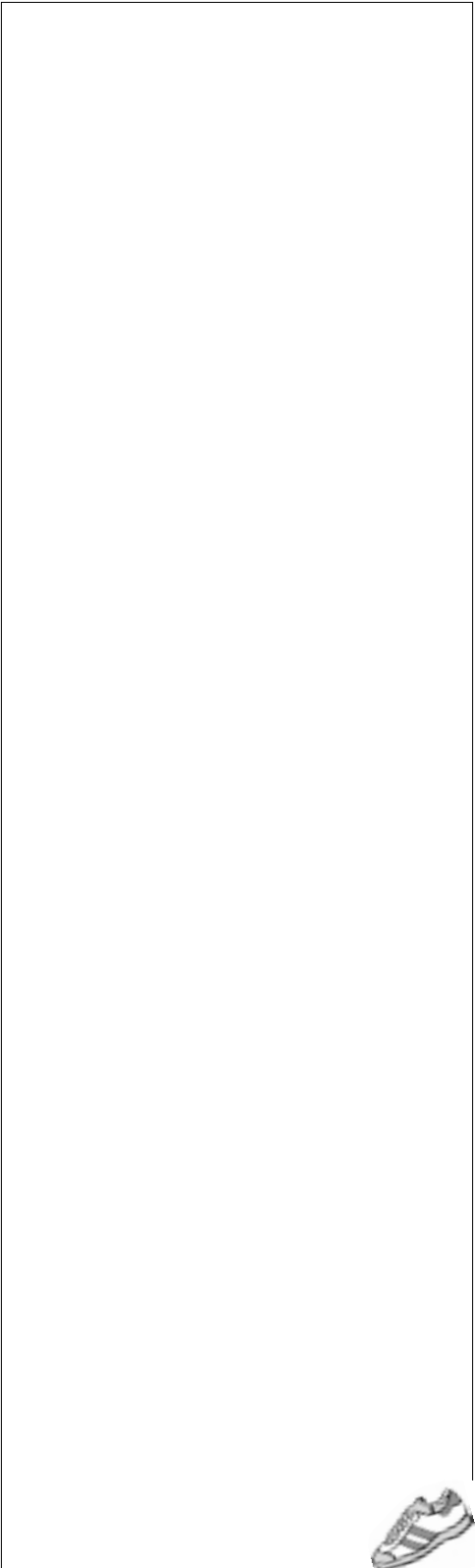
Assessment of Transport Skills	
Name _____	Class _____
Rating Scale	
Scale	The student performs
4	• all the criteria as described
3	• most of the criteria as described
2	• some of the criteria as described
1	• few of the criteria as described

Transport Assessment	Rating (Circle One)
• Running around pylons forwards	1 2 3 4
• Running around pylons backwards	1 2 3 4
• Galloping around pylons forwards	1 2 3 4
• Galloping around pylons backwards	1 2 3 4
• Sliding around pylons	1 2 3 4
• Skipping around pylons forwards	1 2 3 4
• Skipping around pylons backwards	1 2 3 4
• Performing the grapevine around pylons	1 2 3 4
• Hopping around pylons forwards	1 2 3 4
• Hopping around pylons backwards	1 2 3 4

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.5.A.1 <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ Obstacle Course</p> <p>Have students participate in an obstacle course around the gym. Students could run around pylons in a slalom pattern, then climb up and down a climbing frame or ladder, jump over a mat, walk along a bench, skip around a circle, hop through a hopscotch pattern, and gallop to the finish line. Develop obstacle courses that use the resources available.</p> <p>Example:</p>

TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.1.5.A.2 Perform manipulation skills for control (e.g., hand dribbling and foot dribbling a ball for maintaining control...), **applying mechanical principles** (e.g., body alignment, application of force, addition of forces...) **while travelling alone and/or with others.**

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (K.1.5.B.2, K.1.6.B.2)

SC:

Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **Lead-up Games**

Have students participate in a variety of lead-up games and activities that require control using manipulation skills (e.g., throwing, catching, bouncing).

◆ **Pirates**

Have students dribble balls with their hands. Four students who are without balls are the pirates. Each pirate tries to steal the ball away from another student. If a student with a ball loses control of the ball or stops dribbling, or if the pirate is able to touch the ball, the pirate takes the ball and begins dribbling. The student who lost the ball becomes the pirate.

Variation: Balls can be dribbled with the feet.

◆ **Curling**

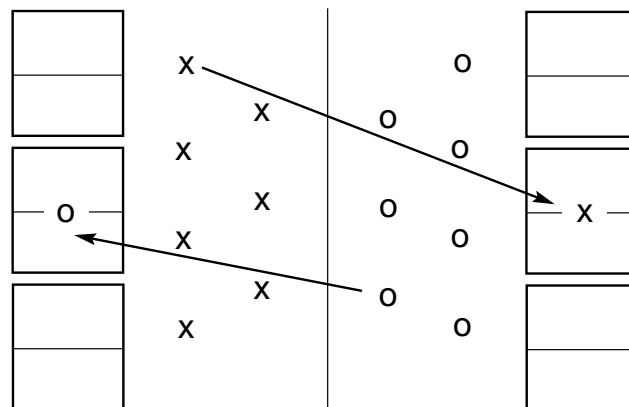
Have students participate in curling activities such as throwing a rock with proper control and force.

◆ **Bowling**

Have students participate in five- or ten-pin bowling activities, applying the skill of rolling with proper control and force.

◆ **Mat Ball**

Divide students into two teams, each in one half of the gym. Set up mats at the back of the volleyball court behind each team. Each team starts with one student on a mat behind the opposing team. A student who is able to throw a ball so that the person on the mat can catch it without falling off a mat joins the teammate on the mat. The object of the game is to be the first team to get all their players on the mats.





TEACHER NOTES

Applying mechanical principles to the specific movement skills helps students understand how to move efficiently and appreciate the science of human movement. For example, when dribbling the ball, students need to understand why they push the ball ahead rather than straight down as they move forwards. See learning outcome K.1.5.B.2 for basic concepts related to stability. See learning outcome K.1.6.B.2 for basic concepts related to maximum effort.

Contact provincial sport organizations for information on guest instructors and equipment rental.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Pirates**

Teacher Assessment: Scoring Rubric

While students participate in the game of pirates, observe for proficiency in ball dribbling.

Suggested Criteria: Ball Dribbling

The student is able to

- conform the hand to the shape of the ball
- use a pushing motion to bounce the ball
- maintain the body in a stable position
- maintain control of the ball without looking directly at the ball
- control the ball when moving

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
Initial	Initial-Formative	Formative	Formative-Mature	Mature

◆ **Journal/Learning Log: All Activities**

Self-Assessment: Inventory

Using the scoring rubric provided above, and a student-developed list of performance criteria for specific sports or activities, have students do a self-assessment pre-test and post-test.

PRESCRIBED LEARNING OUTCOMES

Students will...

□ S.1.5.A.3 Demonstrate static balance showing different body shapes (e.g., tuck, straddle, pike, straight...), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support), **using a variety of equipment** (e.g., mats, balance boards, skates, scooters...).

Curricular Connections

PE/HE:

GLO 1—Movement (K.1.5.B.2, S.1.5.D.2)

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connection**

Have students include different body shape balances in a gymnastic floor routine. Include inverted shapes such as “teddy bear” stands, headstands, and handstands. See learning outcome S.1.5.D.2.

◆ **Static Shape Cards**

Have students explore, on mats, benches, or boxes, a variety of balances in different body shapes. Shape cards, with pictures of students performing skills, can be used to identify skills to explore (e.g., tuck shape, tuck shape on one foot, other foot extended to front, side, or back, straddle shape, inverted shapes).

Variation: Students perform the activity with a partner, mirroring each other’s shapes.



See BLM 5–4: Static Shape Cards.

◆ **Skating**

When skating, students try to glide in a tuck shape, straddle shape, tuck with one leg extended, and so on.

◆ **Cross-Country Skiing**

As part of a warm-up routine with cross-country skis, have students perform different shapes with skis on.

◆ **Balancing Acts**

Set up gymnastic equipment on the gym floor. Ask students to move to music in and around the equipment. When the music stops, students choose a piece of equipment and perform a balance based on teacher direction.



TEACHER NOTES

Take pictures of students performing different static balances. Use these pictures for the static shape cards. Check local school/division/district policies on use of student pictures.

See *Up Down All Around* (Russell, Schembri, and Kinsman) for more descriptions of gymnastic activities.

When students are working on equipment of different heights, remind them to choose heights they are comfortable with.

Applying mechanical principles to specific movement skills helps students understand why they need to perform skills in certain ways. For example, moving the line of gravity over the base of support will increase stability. Concepts of stability are described in the teacher notes for learning outcome K.1.5.B.2.

Discuss sport- and recreation-specific safety rules with students (see *Safety Guidelines for Physical Activity in Manitoba Schools*, MPETA *et al.*). Ensure that the activity complies with risk-management policies in your school/division/district.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Static Shape Cards

Teacher Assessment: Rating Scale

Have students, working in pairs, perform static balance on a variety of equipment. Rate each student's performance based on set criteria.

Rating Scale	
Scale	The student
3	<ul style="list-style-type: none"> confidently performed all static balances
2	<ul style="list-style-type: none"> confidently performed some of the static balances
1	<ul style="list-style-type: none"> experienced difficulty with the static balances

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.5.B.1 Combine selected movement skills (i.e., extensions or variations of basic movement skills) in a variety of individual and dual-type lead-up activities/games, including innovative activities (e.g., rallying, two-on-two activities...).</p>	<p>◆ Individual/Dual Activities</p> <p>Have students participate in a variety of modified individual/dual games/sports activities to develop selected movement skills.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community.</p> </div>	<p>Examples of Individual/Dual Activities:</p> <ul style="list-style-type: none"> • Athletics—running, jumping, throwing • Racquet sports—striking • Bowling—walking, rolling • Cross-country skiing—walking, gliding, balancing • Juggling—throwing, catching • Rhythmic gymnastics (individual and partner routines)—throwing, catching, rolling, bouncing • Orienteering—running • Golf—striking • Flying disc golf—throwing • Skating—gliding, balancing • Inline skating—gliding, balancing • Kick sack—kicking • Jump rope—jumping, hopping, running • Gymnastics—balancing, performing transport skills
	<p>◆ Innovative Activities</p> <p>Have students work with partners, each student choosing a transport skill and a manipulation skill out of a hat. Students then choose a piece of equipment and make up an activity using the selected skills. For example, gallop and kick with a soccer ball, jump and bounce with a basketball, skip and throw and catch with a hoop, and so on. Ensure that students follow safety rules for use of equipment.</p>


TEACHER NOTES

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. Ensure that learning activities and achievement expectations are developmentally appropriate.

Choose activities that provide a variety of experiences in all movement skills throughout the year.

Contact provincial sport organizations for more information on specific sports.

Aboriginal Link:

Include traditional Aboriginal games that develop eye-hand coordination and target/accuracy skills.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Individual/Dual Activities (Juggling)

Self-Assessment: Rating Scale

Have students juggle (throw and catch combination) using scarves, and rate their own performance based on the following rating scale.

Rating Scale	
Scale	I am able to
3	• juggle three scarves with confidence
2	• juggle two scarves with confidence
1	• throw and catch one scarf with confidence

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>□ S.1.5.B.2 Combine selected movement skills (e.g., extensions, variations...) in a variety of group/team activities/games, including innovative activities (e.g., modified soccer, cooperative challenges...).</p> <div data-bbox="115 604 550 886" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ Create a Game</p> <p>Brainstorm with students different movement skill combinations. Have students choose movement combinations and create games that the whole class can play. Encourage maximum activity for all participants.</p> <p>Variation: Make up games that can be played in small groups at recess.</p> <p>◆ Team Activities/Games</p> <p>Have students participate in a variety of modified team games/sports activities to develop selected movement skills.</p> <p>Examples of Team Activities/Games:</p> <ul style="list-style-type: none"> • Basketball—throwing, catching, bouncing • Volleyball—striking, throwing, jumping • Soccer—running, kicking • Softball/baseball—striking, throwing, catching • Ultimate—throwing, catching, running • Floor/field hockey—striking, running • Football—throwing, catching, kicking, running • Rhythmic gymnastics (group routines)—throwing, catching, rolling, bouncing • Cricket—throwing, catching, striking • Sepak Takraw—kicking • Lacrosse—throwing, catching, running
<p>□ S.1.5.B.3 Perform simple officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for “out of bounds”...) in class physical activities.</p> <div data-bbox="115 1537 550 1810" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.5.C.1, K.1.5.C.4)</p> </div>	<p>◆ Tournament Play</p> <p>Have students participate in a tournament activity. Divide the class into five teams. Four teams play on two courts and the fifth team is responsible for officiating. Rotate the teams so that everyone gets a chance to be an official. In a volleyball tournament, for example, there are referees, scorekeepers, and line officials.</p> <p>Variation: In a small class, divide the class into three teams and play on the full court.</p> <p>◆ Special Events</p> <p>Have students help with officiating for younger students at special events such as tabloid days, mini-Olympic celebrations, bike safety rodeos, or game days. Outline duties and rules for students. Have them practise explaining the rules in pairs, and then perform their officiating duties with younger students.</p>



TEACHER NOTES

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. Ensure that learning activities and achievement expectations are developmentally appropriate.

Choose activities that provide a variety of experiences in all movement skills throughout the year.

Include games and sports representative of other cultures to promote cultural diversity.

Sepak Takraw is a Malaysian kicking game played with a special ball over a badminton net on a badminton court. Rules are similar to volleyball rules. For more information, see the Sepak Takraw Association of Canada website: <<http://www.takrawcanada.com>>.



See BLM G–2: Create a Game.

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Create a Game**

Teacher Assessment: Inventory

Have students work in groups to create games using movement combinations. Have them teach the games to the class.

Suggested Criterion:

The student

- meets all requirements in the game plan

Create a Game: Student Plan
Names of Group Members _____
Name of Game _____
Equipment Needed _____
Skill Focus _____
Description of Activity (simple rules) _____
Safety Considerations/Rules _____
Diagrams (if necessary)

Ensure that all students are familiar with the rules of the game and the referee’s signals before beginning the tournament. Prepare handouts for students to study.

Contact provincial sport organizations for more information on rules.

Familiarize students with activities that occur at tournaments, such as team cheers and shaking hands with opponents.

Familiarize students with the fair-play ideals. (See learning outcome K.1.5.C.4.)



◆ **Observation: Tournament Play**

Peer Assessment: Checklist

The teams playing assess the referees and officials.

Officiating Checklist
Team _____
Names of Officials _____
The officials
<input type="checkbox"/> knew the rules of the game
<input type="checkbox"/> were not biased
<input type="checkbox"/> treated all players with respect
Comments _____

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ S.1.4.C.1 ➔ S.1.5.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or implement, balancing...) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games...).</p>
<p>Curricular Connections ELA: GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Active Recess Games**

In class, review active games that students can play at recess to demonstrate functional use of basic movement skills.

Examples of Active Games:

- Ultimate—throwing, catching
- Touch football—throwing, catching, kicking
- Tetherball—striking
- Four-square ball—striking
- Jump rope—performing transport skills
- Softball—throwing, catching, striking
- Soccer—kicking

◆ **Cross-Country Skiing**

Have students participate in cross-country skiing lessons to develop transport skills and balance.

◆ **Festival du Voyageur**

Have students participate and apply movement skills in a special event celebrating the Festival du Voyageur or another winter festival. Students can experience snowshoeing, skating, and tobogganing as part of the celebration. The activity can be integrated with other subject areas.

◆ **Mini-Olympics**

Have students participate and apply movement skills in mini-Olympic celebrations and events. Students can experience both sporting events and cultural events.

◆ **North American Indigenous Games**

Have students participate and apply movement skills in sporting and cultural events related to the Indigenous Games.



TEACHER NOTES

Discuss sport- and recreation-specific safety rules with students (see *Safety Guidelines for Physical Activity in Manitoba Schools*, MPETA *et al.*). Ensure that the activities comply with risk-management policies in your school/division/district.

For more information, visit websites such as the following:

- Festival du Voyageur:
<<http://www.festivalvoyageur.mb.ca>>
- Canadian Olympic Committee:
<<http://www.coa.ca/default.htm>>
- North American Indigenous Games:
<<http://www.firstnations.com/naig97/main/htm>>



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Active Recess Games (Ultimate)**

Self-Assessment: Scoring Rubric

Have students throw and catch flying discs with a partner. Observe their ability to throw, using criteria such as the following.

Suggested Criteria: Throwing in Ultimate

The student

- focuses eyes on teammate
- steps towards teammate when throwing
- throws the flying disc in front of the receiver
- controls the angle of the throw
- throws successfully so that the receiver has a chance to catch the disc

Skill-Assessment Card				
Name _____		Date _____		
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skills as described:				
• performs the activity with confidence				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.5.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, jump rope, creative dance, folk dances...), showing two or more different styles/traditions.</p>	<p>◆ Rhythmic Routines</p> <p>Have students perform routines using selected rhythmic steps, positions, and patterns, showing two or more different styles/traditions.</p> <p>Examples of Routines:</p> <ul style="list-style-type: none"> • Line Dances: Teach students line dances or have students create their own line dances using combinations of previously learned dances. • Jump Rope: Have students create their own jump rope routines using combinations of previously learned skills. • Aerobic Routines: Have students create aerobic routines using previously learned skills. Students can lead younger students in an aerobic workout. • Hip Hop Routines: Have students create their own music video with hip hop dancing. • Folk Dances: Have students participate in a variety of folk dances such as the following: <ul style="list-style-type: none"> — Troika (Russia) — Polka (Germany/Ukraine) — Butterfly (America) — Gay Gordons (Scotland) — Mayim (Israel) — Teton Mountain Stomp (America) — Miserlon (Greece) <p>Selected dances can relate to Olympic, Festival du Voyageur, or Indigenous Games celebrations.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (K.1.5.B.3c)</p> <p>SS: Identity, Culture, and Community</p>	



TEACHER NOTES

Brainstorm ideas for different skills that could be included in routines.

Encourage the use of cue words. For example,

- forwards, 2, 3, 4
- backwards, 2, 3, 4

Posters of jump rope skills are available from the Heart and Stroke Foundation of Manitoba.

For examples of steps and routines, check for videos available on line dances, jump rope routines, aerobic routines, and music video hip hop dances.

Ensure that students use appropriate music and avoid inappropriate language or messages when creating their own routines.

Selected activities should vary from Grades 5 to 8 to expose students to different rhythmic styles.

Aboriginal Link:

When choosing Aboriginal dances, explain the significance of the dance movements, preparation, and dress to the traditions of Aboriginal peoples. As well, help students understand that performance of Aboriginal dances occurs at appropriate places and for specific purposes (e.g., powwow, grass dance, male and female dances).

Refer to *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Rhythmic Routines**

Teacher Assessment: Checklist

Have students choreograph and perform a routine using the suggested criteria.

Suggested Criteria:

The routine includes

- a beginning pose
- five different rhythmic steps
- sequences repeated at least twice
- a sequence in time to music
- an ending pose



Refer to BLM 5–2: Design a Routine Checklist.

◆ **Performance Task: Rhythmic Activities**

Teacher Assessment: Scoring Rubric

As students participate in the rhythmic/dance activities, observe them demonstrating functional use of skills as identified for each activity, using a general scoring rubric such as the following.

Scoring Rubric					
Rating Scale:					
The student meets expectations					
4 Consistently		3 Frequently		2 Sometimes	1 Rarely
	Score				
The student	Date	Date	Date	Date	Date
• demonstrates the performance criteria of each skill/step as required (skill acquisition)					
• demonstrates functional use of selected skills/steps while participating (skill application)					
• demonstrates interpersonal skills (other)					



Refer to BLM G–3: Skill Acquisition and Application Recording Sheet.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.1.5.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) **in gymnastic-type sequences/routines** (e.g., ball gymnastics, stuntastics, pyramids, creative hand apparatus...).

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (K.1.5.B.3a, K.1.5.B.3b)

SC:

Cluster 3—Forces and Simple Machines

SUGGESTIONS FOR INSTRUCTION

◆ **Gymnastic Floor Routines**

Have students develop group gymnastic routines that include identified skills. Build routines using previously learned skills of landings, statics, springs, rotations, and locomotion.

◆ **Acrobatic Routines**

Have students perform a series of strength and balance skills in their floor routines such as pyramid building.

◆ **Rhythmic Gymnastics Routines**

Have students develop routines, using ropes, hoops, balls, ribbons, and/or clubs, applying the key apparatus skills where applicable. (See chart below.)

Variation: Students may be interested in using other sport equipment in their routines (e.g., basketballs, juggling equipment, scarves, tambourines).

Apparatus Skills in Rhythmic Sportive Gymnastics					
Apparatus Skills	Ball	Hoop	Club	Ribbon	Rope
Circling	x	x	x	x	x
Swinging	x	x	x	x	x
Performing a Figure Eight	x	x	x	x	x
Bouncing	x				
Throwing and Catching	x	x	x	x	x
Rolling	x	x	x		
Rotating (Spins)	x	x	x		
Balancing	x		x		
Leading Movement	x	x	x	x	
Making Serpents (Waves)				x	
Making Spirals (Circles)				x	
Forming Mills (Rotations)			x		
Striking			x		
Sliding			x		
Skipping		x			x
Rotating on Hand(s)		x			
Wrapping				x	x



TEACHER NOTES

Give students a choice of working alone, with partners, or in a group.

Allow students to choose the kind of routines they would like to perform (i.e., gymnastic, acrobatic, rhythmic).

See *Up Down All Around* (Russell, Schembrie, and Kinsman) for more descriptions of activities.

Apply concepts of choreography in developed criteria.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*). Ensure that the activities comply with risk-management policies in your school/division/district.

Contact provincial sport organizations for more information.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Gymnastic Floor Routines**

Peer Assessment: Checklist

Have students choreograph and perform gymnastic routines and observe the following characteristics.

Suggested Criteria:

The routine demonstrates

- a beginning pose
- a landing skill
- two static skills
- a spring
- three rotations
- three different locomotion (transport) skills
- two different levels—high, medium, low
- two different directions
- an ending pose
- a polished routine—evidence of practice



Movement Outcomes: Grade 5



Knowledge

- K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns** (i.e., transport, manipulation, and balance skills).
- K.1.5.B.1 Identify personal and controllable factors** (i.e., time, effort, interest, attitude, good practice habits) **that may affect movement skill development.**
- K.1.5.B.2 Identify biomechanical concepts for controlled movement, including balance activities** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support).
- K.1.5.B.3a Design movement sequences that show contrast in levels, planes, pathways, and directions** (e.g., gymnastic floor exercise routine...).
- K.1.5.B.3b Show an understanding of the terms that describe the action of the muscles and joints** (e.g., flexion, extension, rotation...).
- K.1.5.B.3c Recognize the qualities of effort** (e.g., force, time, flow...) **in a movement sequence performed with others** (e.g., Inuit partner activities...).
- K.1.5.B.3d Describe the concept of relationships as it applies to a moving object and/or person** (e.g., passing a ball in front of a person while running...).
- K.1.5.C.1 Apply the rules of lead-up games** (i.e., low-organized games of own design) **while participating and/or officiating.**
- K.1.5.C.2 Use the general terminology** (e.g., offence, defence, crease, pacing...) **associated with lead-up games and activities.**
- K.1.5.C.3 Determine effective game strategies in group activities using a problem-solving approach** (e.g., devise an attacking and a defending strategy in a mass participation game...).
- K.1.5.C.4 Show an understanding of teamwork and fair play while participating in different physical activities** (e.g., suggest rule changes to improve fairness of the game...).

Skills

- S.1.5.A.1 Perform transport skills for control, applying mechanical principles** (e.g., angle of projection, gravity, absorption...) **while travelling alone and/or with others, with or without obstacles.**
- S.1.5.A.2 Perform manipulation skills for control** (e.g., hand dribbling and foot dribbling a ball for maintaining control...), **applying mechanical principles** (e.g., body alignment, application of force, addition of forces...) **while travelling alone and/or with others.**
- S.1.5.A.3 Demonstrate static balance showing different body shapes** (e.g., tuck, straddle, pike, straight...), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support), **using a variety of equipment** (e.g., mats, balance boards, skates, scooters...).
- S.1.5.B.1 Combine selected movement skills** (i.e., extensions or variations of basic movement skills) **in a variety of individual and dual-type lead-up activities/games, including innovative activities** (e.g., rallying, two-on-two activities...).
- S.1.5.B.2 Combine selected movement skills** (e.g., extensions, variations...) **in a variety of group/team activities/games, including innovative activities** (e.g., modified soccer, cooperative challenges...).
- S.1.5.B.3 Perform simple officiating duties** (e.g., refereeing, scorekeeping, timekeeping, making line calls for “out of bounds”...) **in class physical activities.**
- S.1.4.C.1** ➔ **S.1.5.C.1 Demonstrate functional use of basic movement skills** (e.g., striking a ball with the hand and/or implement, balancing...) **in outdoor activities on the school grounds and/or special events** (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games...).
- S.1.5.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences** (e.g., aerobics, jump rope, creative dance, folk dances...), **showing two or more different styles/traditions.**
- S.1.5.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts** (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) **in gymnastic-type sequences/routines** (e.g., ball gymnastics, stuntastics, pyramids, creative hand apparatus...).

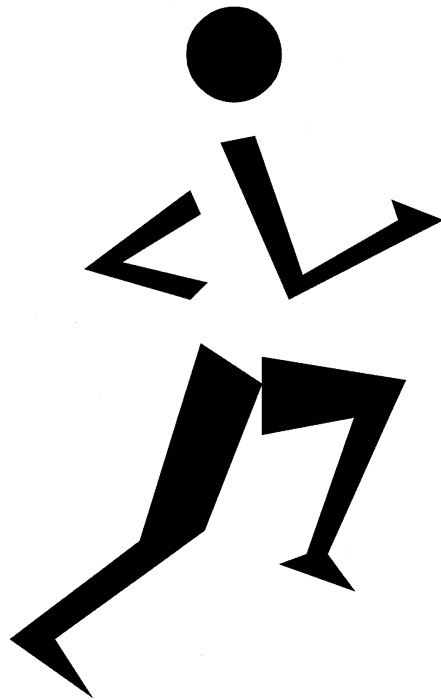
Attitude Indicators



- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.

Grade 5

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.2.5.A.1 Identify health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) and one example of an appropriate exercise/activity for each component (e.g., skip rope for cardiovascular endurance development...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Fitness Plan</p> <p>Have students perform fitness tasks and record their personal fitness results in a fitness journal. Have them identify the fitness component that each of the tasks assesses and suggest goals and plans to improve in each area, using a recording sheet.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Refer to BLM 5–5: Personal Record Sheet.</p> <p>◆ Posters</p> <p>Have students, in groups of four or five, develop posters for each of the health-related fitness components, including suggested exercises for each.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Refer to BLM G–5: Health-Related Fitness Components Poster.</p> <p>◆ Create a Workout</p> <p>Have students work in groups of four or five to develop a complete workout that includes the following health-related fitness components:</p> <ul style="list-style-type: none"> • a warm-up • muscular endurance and strength activities • cardiovascular activities • cool-down/flexibility activities <p>Each student in the group researches and contributes one exercise for each component. Have each group lead their workout and explain to what component each exercise contributes.</p> <p>Variation: Students can design a muscular strength/endurance workout.</p>

(continued)



TEACHER NOTES

For information on teaching considerations and implementation guidelines related to fitness, refer to Guidelines for GLO 2—Fitness Management in the Overview of this document.

For knowledge-related learning outcomes, use “active” games to help students understand concepts. Use warm-up/cool-down time for “mini-lessons” and “assessment checks” for observing understanding. Some quick, efficient ways to assess in an active physical education setting are: use of Exit Slips, thumbs-up signals, signing an inventory or “I Can” chart, human opinion lines, and use of self-adhesive notes for graphing results.



SUGGESTIONS FOR ASSESSMENT

◆ Journal/Learning Log: Fitness Plan

Teacher Assessment: Checklist

Using a recording sheet, have students complete a personal fitness plan that includes identifying the health-related fitness components and setting personal goals for improvement.

Suggested Criteria:

The student is able to

- identify the health-related fitness components
- identify an appropriate exercise for each component
- record personal results and information



Refer to BLM 5–5: Personal Record Sheet and BLM G–4: Personal Fitness Profile.

◆ Observation: Create a Workout

Group Assessment: Checklist

Ask each group member to write an exercise/activity for each of the following components:

- warm-up activities—one idea per student
- muscular endurance and strength activities—one idea per student
- cardiovascular activities—one idea per student
- cool-down/flexibility activities—one idea per student

As groups present and lead their workout, have students look for correct identification of the health-related fitness component for each exercise/physical activity suggested.



Refer to BLM 5–6: Create a Workout.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.2.5.A.1 *(continued)*

(continued)

◆ **What's Behind You?**

Display posters on the wall that identify the health-related fitness components and a list of appropriate exercises for each component. Have students work in pairs: one student, facing away from the poster, practises identifying the components and exercises; the other student, facing the poster, provides clues if the partner has difficulty remembering. Students switch places and roles.

Examples of exercises/activities that develop fitness components:

- **Body Composition:** aerobic exercises such as running, jogging, skipping, playing soccer, ice or in-line skating, cross-country skiing
- **Cardiovascular endurance:** aerobic exercises such as running, jogging, skipping, playing soccer, ice or in-line skating, cross-country skiing
- **Flexibility:** bent-leg sit and reach, stretches held for 10 to 30 seconds
- **Muscular endurance:** push-ups, curl-ups, tuck jumps
- **Muscular strength:** push-ups, pull-ups, rope climbing, vertical jumps


**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Health-Related Fitness****Components:**

Introduce, explain, use, and reinforce vocabulary for health-related fitness components:

- **Body composition**—the ratio of body fat to lean body tissue (how much of the body is fat and how much is muscle).
- **Cardiovascular endurance**—the ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity (also called aerobic endurance or capacity).
- **Flexibility**—the range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule).
- **Muscular endurance**—the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue.
- **Muscular strength**—the amount of force that can be exerted by a muscle or group of muscles in a single effort.

For more fitness activities, see *Health-Related Fitness for Grades 5 and 6* (Hopper, Fisher, and Munoz) and *Fitness Education for Children* (Virgilio).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.2.5.B.1 Identify the fitness benefits (i.e., muscle and bone development, decreased susceptibility to stress, positive self-esteem, faster heart-rate recovery) of moderate to vigorous fitness-type activities over time.</p>	<p>◆ Fitness Plan</p> <p>As part of their personal fitness plan, have students use a KWL (Know, Want to know, Learned) chart to identify the benefits of moderate to vigorous fitness activities. Have students share their results with the class. Discuss the benefits of fitness activities with students and have them complete the KWL chart. (See KWL, 5–8 <i>ELA</i>, Strategies–89 to 91.)</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> <p>MA: Statistics and Probability</p> <p>PE/HE: GLO 2—Fitness Management (K.2.5.C.1a)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ All Fitness Activities</p> <p>Explain to students that the intensity of physical activity is often identified as light, moderate, or vigorous, based on the amount of energy or effort that is expended in performing the activity. Energy outputs can be estimated in a variety of ways:</p> <ul style="list-style-type: none"> • by a talk test (being able to talk easily during an aerobic activity) • by keeping within the target heart-rate zone • by perceived exertion (experiencing physiological signs such as increased heart rate, breathing rate, sweating, and muscle fatigue) <p>Discuss the physiological benefits of moderate to vigorous fitness activities over time after students have participated in those types of activities.</p> <p>Variation: Have students discuss the benefits of physical activity when learning about the body systems in science. (For background information on the respiratory and circulatory systems, see 5–8 <i>Science</i> 5.33.)</p>
	<p>◆ Activity Logs</p> <p>Have students keep track of their moderate to vigorous fitness activities in a physical activity log.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Refer to BLM G–6: Physical Activity Log (PAL).</p> </div>



TEACHER NOTES

The terms light, moderate, and vigorous physical activity may be defined as follows (U.S. Department of Health and Human Services *et al.* 32):

- **Light activity** is considered less than 50% of the individual’s age-related maximum heart rate (e.g., stretching, walking casually, golfing, playing catch).
- **Moderate activity** is 50% to 70% of the individual’s age-related maximum heart rate (e.g., brisk walking, skating, bike riding, low-impact aerobic dancing, recreational swimming).
- **Vigorous activity** is greater than 70% of the individual’s age-related maximum heart rate (e.g., running, supervised weight training, playing basketball or soccer, cycling 16 kilometres per hour and/or in uphill terrain, high-impact aerobic dancing, fast-pace skating).

Benefits of Fitness Activities:

Help students to understand the changes that occur in their bodies as they participate in moderate to vigorous fitness activities over time. According to Kirkpatrick and Birnbaum, participation in activity results in the following changes:

“Physiological Changes

- The heart muscle becomes stronger.
- The heart’s internal circulation improves.
- The resting heart rate lowers.
- The heart’s stroke volume (specifically due to endurance training) and the volume per minute increase.



SUGGESTIONS FOR ASSESSMENT

◆ Questioning: Fitness Plan

Group Assessment: Inventory

Use a stand-up or hands-up response to statements about the benefits of moderate to vigorous physical activity over time. Use statements from the teacher notes.

Examples:

- The heart muscle becomes stronger with exercise. (True)
- The resting heart rate increases with exercise. (False)

TEACHER NOTES (continued)

- The heart’s contraction capacity improves.
- The muscles’ capacity to use oxygen improves.
- The body’s oxygen intake capacity improves.
- The blood’s capacity to transport oxygen improves because the number of red blood corpuscles increases.” (Kirkpatrick and Birnbaum 8)

“Other Effects

- The level of muscular strength is preserved or improves.
- The bones become stronger.
- The working capacity of joints is preserved or improves.
- Stress decreases and relaxation increases.
- Self-confidence improves.
- Social and emotional health improves.
- Exerciser feels refreshed.” (Kirkpatrick and Birnbaum 8)

The heart rate of a fit person recovers after exercise and returns back to the resting heart rate faster than that of a person in poor condition.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.2.5.C.1a Recognize the terms associated with the function of the cardiovascular system (i.e., resting heart rate, maximum heart rate, target heart rate, blood pressure, recovery heart rate) in the context of exercise and physical activity.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> <p>MA: Statistics and Probability</p> <p>PE/HE: GLO 2—Fitness Management (K.2.5.B.1, K.2.5.C.1b, S.2.5.A.1b)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>

SUGGESTIONS FOR INSTRUCTION

◆ **Active Heart Fair**

Have students complete projects on active hearts and display them in a Heart Fair. As a class, complete a mind map of all pertinent information to be included in the projects. Include terms associated with the function of the cardiovascular system and the benefits of moderate to vigorous fitness exercises over time in relation to the cardiovascular system (see learning outcomes K.2.5.B.1 and K.2.5.C.1b). Projects can take the form of active games, board games, TV commercials/programs, posters, brochures, and so on. Projects could be integrated with science and/or mathematics.

◆ **Crossword Puzzle or Word Find Puzzle**

Have students complete puzzles that include terms associated with the function of the cardiovascular system. Students may design their own puzzles and share them with other students.

◆ **“Cardio Terms”**

After students have participated in the activities suggested for learning outcome S.2.5.A.1b, discuss the terms associated with the function of the cardiovascular system. Use a vocabulary strategy such as the Word Cycle from page 6.31 of *Success for All Learners* to reinforce the vocabulary.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Function of the Cardiovascular System:

Terms associated with the function of the cardiovascular system include the following:

- **Resting heart rate**—the number of beats in one minute when you are at complete, uninterrupted rest. It is best taken when first waking up in the morning before lifting the head from the pillow (Kirkpatrick and Birnbaum 11).
- **Maximum heart rate**—the highest number of times the heart can contract in one minute, which can be reached at maximum effort. Maximum heart rate changes with age (Kirkpatrick and Birnbaum 10).
- **Target heart-rate zones**—the heart-rate range within which the heart should beat to achieve the desired physiological benefits (Kirkpatrick and Birnbaum 11).
- **Recovery heart rate**—the heart rate measured at certain intervals after exercise, most often at one, three, and five minutes after completion (Kirkpatrick and Birnbaum 11).
- **Blood pressure**—the amount of force or pressure put forth by the heart to pump blood. When blood pressure is recorded, two figures are given, with one number over the other (e.g., 126/82). The upper number (126) represents the systolic pressure (the pushing phase) and the lower number (82) represents the diastolic (relaxing phase) (Bender *et al.* 180).


◆ Project: Active Heart Fair

Teacher Assessment: Scoring Rubric

Have students complete their active heart projects. Assess the projects using a teacher- or student-made scoring rubric that reflects relevant learning outcomes from various subject areas.

Suggested Rubric Categories:

- Organization and Sequence
- Content
- Communication
- Accuracy
- Creativity
- Appearance
- Other



Refer to BLM G–9: Project-Assessment Rubric.

◆ Paper and Pencil Task: Puzzles

Self-Assessment: Inventory

Use teacher- or student-generated puzzles to assess knowledge of terms.

Suggested Criterion:

Look for

- number of correct responses

TEACHER NOTES (continued)

For information and software on making crossword puzzles, visit the following websites:

- Discovery School's Puzzlemaker:
<<http://www.puzzlemaker.com>>
- Schoolhouse Technologies:
<<http://www.schoolhousetech.com>>

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.2.5.C.1b Describe the effects of aerobic activities and inactivity on the cardiovascular system (i.e., lower/raised resting heart rate, increased/decreased heart size, increased/decreased stroke volume).</p> <div data-bbox="115 569 550 1031" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability</p> <p>PE/HE: GLO 2—Fitness Management (K.2.5.B.1, K.2.5.C.1a, K.2.5.C.1b, S.2.5.A.1a, S.2.5.A.1b)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Effects of Aerobic Activities</p> <p>After students have participated in the activities suggested for learning outcome S.2.5.A.1b, discuss the effects of aerobic activities and the effects of inactivity on the cardiovascular system.</p> <p>◆ Active/Inactive</p> <p>Have the class form two lines (with students facing each other) at the centre of the gym. Identify one line as the “Active” line and the other as the “Inactive” line. When students hear the teacher call out a statement that applies to their line, they chase the students in the other line to the end line of the basketball court (similar to “Crows and Cranes”). Tagged students join the other line of students.</p> <p>Sample Statements:</p> <ul style="list-style-type: none"> • “Resting heart rate is...lower.” (Active line chases Inactive line.) • “Resting heart rate is higher.” (Inactive line chases.) • “Stroke volume of heartbeat is higher.” (Active line chases.) • “Heart size is larger.” (Active line chases.) • “Heart size is smaller.” (Inactive line chases.)
<p>☐ K.2.5.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development.</p> <div data-bbox="115 1419 550 1671" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>MA: Statistics and Probability</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Fitness Plan</p> <p>Have students complete a plan (e.g., in fitness journals) to improve their personal fitness. Using a chart representing a month, have students add the following activities to the fitness plan:</p> <ul style="list-style-type: none"> • Activities for general health—moderate-intensity activities for a minimum of 60 minutes every day as part of play, exercise, chores, and transportation, according to <i>Canada’s Physical Activity Guide for Youth</i> (Health Canada). • Activities to improve cardiovascular endurance—vigorous-intensity activities for at least 30 minutes daily, according to <i>Canada’s Physical Activity Guide for Youth</i> (Health Canada). <p>After two weeks (as a checkpoint) and a month, have students discuss and record their responses to the following questions:</p> <ul style="list-style-type: none"> • Were you able to follow your plan? • What factors affected your ability or inability to follow the plan? • What are your goals/plans for the next period of time?



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See effects of physical activity in the teacher notes for learning outcome K.2.5.B.1.

For more information, contact the Heart and Stroke Foundation of Manitoba and the Diabetes Foundation of Manitoba.

◆ **Questioning: Effects of Aerobic Activities**

Group Assessment: Inventory

Have students use a stand-up or hands-up response to statements about the benefits of moderate to vigorous activity over time. Use learning outcome K.2.5.C.1b for examples of statements.

Examples:

- Over time, participation in aerobic activities will lower your resting heart rate. (True. Students stand up.)
- Participation in aerobic activities decreases the stroke volume of each heartbeat. (False. Students remain sitting.)

Variation: Use a Human Opinion Line (see learning outcome K.2.5.C.4).

Introduce students to the FITT (frequency, intensity, time, and type) principle.

Fitness can improve by increasing the frequency, intensity, and time spent on an activity. It is important to choose the right activity for improvement of each fitness component.

For more information on the FITT principle, see *Planet Health* (Carter *et al.* 43).

For more information on physical activity, refer to the following guides:

- *Canada's Physical Activity Guide for Youth*: <<http://www.hc-sc.gc.ca/hppb/paguide/youth.html>>
- *Canada's Physical Activity Guide to Healthy Active Living*: <<http://www.hc-sc.gc.ca/hppb/paguide/main.html>>

◆ **Journal/Learning Log: Fitness Plan**

Self-Assessment: Anecdotal Notes

Have students record in their fitness journals all the factors that helped or hindered their ability to stick to their fitness plan.



Refer to BLM 5–7: Fitness Goal Setting and BLM 5–8: Fitness Goal Factors.

TEACHER NOTES (*continued*)

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre: <<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH: <<http://www.canteach.org>>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.2.5.C.3 Show an understanding that stretching exercises for the major muscle groups should be held for a minimum length of time to be effective (e.g., as long as a stretch feels comfortable, which is usually 10 to 30 seconds with three to five repetitions...).</p> <div data-bbox="110 590 548 810" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community. PE/HE: GLO 3—Safety (K.3.5.A.2) SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Cool-down Stretches</p> <p>Have each student take a turn leading the cool-down stretches at the end of class. To improve flexibility, the stretches should be held for 10 to 30 seconds with three to five repetitions. Focus on the major muscle groups used in the activity. Review safety guidelines related to stretching (e.g., avoid bouncing, maintain correct body alignment, bend knees to reduce strain on back).</p>
<p><input type="checkbox"/> K.2.5.C.4 Determine the intrinsic (e.g., enjoyment, enhanced health, level of success, increased energy level, affiliation...) and extrinsic (e.g., awards, media, sport heroes, family, peers...) factors that motivate participation for fitness development.</p> <div data-bbox="110 1178 548 1457" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Inside and Outside Motivators</p> <p>Brainstorm factors that motivate people to be fit. Sort the reasons into two categories: extrinsic (outside) and intrinsic (inside). Students could reflect (in their fitness journals) why they want to be fit.</p> <p>◆ Cheers</p> <p>To encourage others to “get fit,” have students create “Let’s Get Fit” chants and cheers, complete with movements and meaningful lyrics.</p> <p>◆ Activity Inventory</p> <p>Have students discuss fitness activities they like to do and why they like to do them. Use self-adhesive notes to record reasons for participation and post them on a chart as either extrinsic or intrinsic motivators. Encourage students to include reasons related to media pressures, if applicable.</p> <p>◆ Human Opinion Line</p> <p>Have students line up in the centre of the gym. Have one side of the gym represent “Yes” and the other side represent “No.” Ask questions such as the following:</p> <ul style="list-style-type: none"> • Is enjoyment an intrinsic factor? • Are awards extrinsic factors? <p>Students move to the side of the gym that represents their answer.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Cool-down Time:

Cooling down is an essential part of any exercise session, as is warming up. A cool-down activity should last at least three to five minutes. The best way to enhance flexibility is to stretch after exercise during cool-down, since the muscles are already warm.

For cool-down and stretching activities, see *Health-Related Fitness for Grades 5 and 6* (Hopper, Fisher, and Munoz 113–120).

Recognize that reasons for participation in activities are personal and may vary from person to person. Children and youth may participate

- to be with friends
- in the hope of becoming famous
- to keep their bodies healthy
- because it is fun
- because parents urge them to
- to win a trophy or medal
- other reasons

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.

◆ **Observation: Cool-down Stretches**

Teacher Assessment: Checklist

Observe students as they perform the cool-down exercises.

Suggested Criteria:

The student

- performed stretches correctly
- stretched slowly and held stretches for 10 to 30 seconds
- encouraged others to stretch to the limit of their movement
- did not rush while stretching
- other

◆ **Journal/Learning Log: Inside and Outside Motivators**

Self-Assessment: Anecdotal Notes

Have students record in their fitness journals the reasons why they want to be fit, determine whether their reasons are extrinsic and/or intrinsic, and explain why.








◆ **Paper and Pencil Task: Activity Inventory**

Self-Assessment: Inventory

Have students complete the inventory of activities they like to do and why they like to do them. Discuss the results.



Refer to BLM 5–9: Why I Participate.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ S.2.5.A.1a Demonstrate correct execution of exercises (e.g., keeping body straight for push-ups, keeping legs bent for curl-ups...) designed to improve and maintain personal fitness associated with health-related fitness components.</p>	
<p>Curricular Connections ELA: GLO 5—Celebrate and build community. PE/HE: GLO 2—Fitness Management (K.2.5.B.1) GLO 3—Safety (in all activities) SC: Cluster 1—Maintaining a Healthy Body</p>	<p>◆ Fitness Circuit</p> <p>Have students participate in a muscular strength and endurance circuit. Discuss proper execution of each of the fitness exercises. Encourage proper body alignment.</p> <p>Examples of Exercises:</p> <ul style="list-style-type: none"> • Push-ups progressions (wall push-ups, hands on bench push-ups, floor push-ups, feet on bench push-ups)  • Pull-ups or chin-ups  • Bench-steps  • Tuck jumps  • Lunges  • Curl-ups (and variations)  • Back lifts, alternate leg and arm lifts  <p>◆ Lead-up Games and Activities</p> <p>Encourage students to use correct form while participating in all games and activities.</p> <p>◆ Strength Tag</p> <p>Designate two or three players to be “it” (taggers). Tagged students must go to a designated area and perform a specific exercise (e.g., push-ups). Observe students for correct execution. After students have performed the exercise a specified number of times, they return to the game.</p>



TEACHER NOTES

Due to the importance and nature of fitness development, learning experiences related to this learning outcome will be ongoing throughout the year. Assessment also needs to be ongoing to determine how students manage their fitness in class throughout the year, focusing on personal progress and achievement.

Make appropriate adaptations or modifications for students with special needs or medical conditions in order to facilitate participation. Provide alternative activities for those students who are not able to participate fully.

Emphasize with students that in order to improve personal fitness one must increase the intensity (how hard), duration (how long), and/or frequency (how often) of performing the activities. If one is inactive, the muscles become smaller (atrophy) and lose strength, and breathing becomes less efficient because the lungs are not forced to expand.

Help students to work towards maintaining lifelong physical activity by providing motivating and varied activities that develop confidence and competency.

Choose strategies and activities such as the following to promote fitness for all students of varying ages and abilities:

- Provide motivation using developmentally appropriate fitness progressions. For the development of upper body strength, for example, allow modified push-ups with knees touching the floor or standing push-ups against the wall.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Fitness Circuit**

Peer Assessment: Checklist

Provide students with a checklist identifying proper technique for each of the exercises in the fitness circuit. Have pairs of students check off the skills that are performed properly and coach each other on skills that are not being performed properly.

◆ **Observation: All Activities**

Teacher Assessment: Scoring Rubric

As students participate in physical activities, observe their levels of participation and keep ongoing records for each term.

Participation Rubric	
Rating	The student is
4	<ul style="list-style-type: none"> • always able to perform the excises correctly, ready to participate, highly involved, and on task
3	<ul style="list-style-type: none"> • frequently able to perform the excises correctly, ready to participate, highly involved, and on task
2	<ul style="list-style-type: none"> • sometimes able to perform the excises correctly, ready to participate, highly involved, and on task
1	<ul style="list-style-type: none"> • rarely able to perform the excises correctly, ready to participate, highly involved, and on task

TEACHER NOTES (continued)

- Encourage all students by focusing on individual effort and improvement, rather than on the success of a few highly accomplished students.
- Establish a class atmosphere where praise and group cooperation are evident for motivating students to achieve their personal best.

For information on teaching considerations and implementation guidelines related to fitness, refer to the Guidelines for GLO 2—Fitness Management in the Overview of this document.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.2.5.A.1b Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>MA: Patterns and Relations Statistics and Probability</p> <p>PE/HE: GLO 1—Movement GLO 3—Safety (in all activities) GLO 4—Personal and Social Management (K.4.5.B.1b)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> <p>SS: Identity, Culture, and Community</p> </div>	<p>◆ Pursuit Run</p> <p>Divide the class into groups of three or four students, and have each group appoint a leader. On a given signal, students follow the leader in their group in an aerobic activity (e.g., running). On the second signal, the next person in line becomes the leader. This continues until the established time period is over. Students can check their heart rate during and after the run. This activity can be done as a scientific inquiry, asking the question, “How does running affect heart rate?”</p> <p>Variation: The activity can be done outdoors or indoors over obstacles.</p> <p>◆ Lead-up Games</p> <p>Many lead-up games can provide opportunities for continuous aerobic activity (e.g., lead-up games in ultimate, team handball, soccer, football, floor hockey, non-contact rugby, basketball, lacrosse). Modify the rules to allow for maximum activity.</p> <p>◆ Game Search</p> <p>Give students opportunities to research and play games from other cultures that include aerobic activity (e.g., lacrosse).</p> <p>◆ Jump Rope</p> <p>Have students participate in jump-rope stations or design continuous jump-rope routines for a performance. Jump-rope stations can include individual tricks, partner tricks, long rope, double-dutch, and jump bands.</p> <p>◆ Aerobic and Step Routines</p> <p>Have students participate in teacher-led aerobic and step routines, or have each student take responsibility for leading one part of the workout.</p> <p>◆ Orienteering</p> <p>Have students follow an orienteering course. Time the activity to promote continuous aerobic activity.</p> <p>◆ Fitness Circuits</p> <p>Have students participate in fitness circuits that allow for continuous activity.</p>



TEACHER NOTES

Students are encouraged to work within their target heart-rate zones so that they accumulate 60 minutes of moderate physical activity and 30 minutes of vigorous physical activity daily to achieve health benefits associated with participation in physical activities (see *Canada’s Physical Activity Guide for Youth*: <<http://www.hc-sc.gc.ca/hppb/paguide/youth.html>>).

To develop aerobic capacity, the heart must reach a heart-rate range or zone to achieve the desired physiological benefits. Target heart-rate zones are calculated based on a percentage of maximum heart rate.

For example:

- Moderate health zone—50% to 70% of maximum heart rate.
- Aerobic health zone—70% to 85% of maximum heart rate.

Furthermore, to calculate an aerobic health zone for 9- to 12-year-olds (not taking resting heart rate into consideration), 70% to 85% of 210 (maximum heart rate for ages 9 to 12) would be 145 to 180 beats per minute (rounding off to the nearest five). For a 10-second count, the pulse count would be 24 to 30 (Kirkpatrick and Birnbaum 9-10).

When using heart-rate monitors in Grades 5 and 6, the aerobic target heart-rate zone could be pre-set on watches prior to class. Note that some watches should be set for individual students with special conditions or needs.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Self-Assessment: Scoring Rubric

Have students score their ability to remain in their target heart-rate zone for the required time, using a scoring rubric such as the following.

Target Heart-Rate Rubric				
Name _____		Class _____		
Level	The student is	Date	Date	Date
3	<ul style="list-style-type: none"> • able to sustain the target heart rate for the required time based on functional capacity 			
2	<ul style="list-style-type: none"> • able to sustain the target heart rate most of the time 			
1	<ul style="list-style-type: none"> • able to sustain the target heart rate some of the time 			

Variation: Have students show one, two, or three fingers to identify their level of participation.

TEACHER NOTES (continued)

For more information, refer to the following websites:

- Manitoba Marathon: <<http://www.manitobamarathon.mb.ca/>>
- Manitoba Physical Education Teachers Association (MPETA): <<http://home.merlin.mb.ca/~mpeta/>>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.5.A.2 Demonstrate use of short-cut methods (e.g., 6-second count x 10; 10-second count x 6...) and/or technology (e.g., heart-rate monitors...) for monitoring heart-rate counts before, during, and after activities, and relate to target heart-rate zones (e.g., general health, basic fitness, healthy heart...).</p>	<p>◆ Taking Your Heart Rate</p> <p>Discuss with students the normal resting heart-rate ranges for children in beats per minutes (see teacher notes). Show the class a chart for 10-second counts. Have them determine their own 10-second heart rates while resting, as well as during and after participating in activities, by gently placing the pads of the first two fingers on the sides of their necks (some students may not be able to feel this light pulse). Also, have students follow a demonstration of using the pads of the first two fingers to feel their pulses near their wrists (on the thumb-side of the underside of their wrists) and then take their pulses. If students are unable to locate their pulses, have them participate in a brief physical activity to elevate heart rate.</p> <p>Variation: Have students count their heartbeats for six seconds and multiply by 10 to determine beats per minute and/or have them count for 30 seconds and multiply by two. If available, have students use pulse sticks or heart-rate monitors to determine their resting heart rates before exercise. Stethoscopes can also be used as a station activity.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information.</p> <p>MA: Patterns and Relations Statistics and Probability Number</p> <p>PE/HE: GLO 2—Fitness Management (K.2.5.C.1b, S.2.5.A.1a, S.2.5.A.1b)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Heart-Rate Inquiry</p> <p>Post a class Inquiry Chart and have students work individually or in pairs to answer the following inquiry questions, using heart-rate monitors (if available):</p> <ul style="list-style-type: none"> • What is your heart rate after walking for two minutes? Identify the target heart-rate zone. • What is your heart rate after running for two minutes? Identify the target heart-rate zone. <p>Have students participate in cardiovascular activities (refer to learning outcomes S.2.5.A.1a and/or S.2.5.A.1b) to complete their Inquiry Charts. (See Inquiry Chart, 5-8 ELA, Strategies–83.)</p>


TEACHER NOTES

Remind students to use their fingers rather than the thumb when taking the pulse rate since the pulse in the thumb may be strong enough to interfere with the actual count.

Ten-Second Heart-Rate Chart

# beats in 10 sec. x 6 = # beats per min.		
8=48	17=102	26=156
9=54	18=108	27=162
10=60	19=114	28=168
11=66	20=120	29=174
12=72	21=126	30=180
13=78	22=132	31=186
14=84	23=138	32=192
15=90	24=144	33=198
16=96	25=150	34=204



Refer to BLM G–8:
Ten-Second Heart-Rate
Chart.

Integration Link:

Have students chart or graph their heart-rate results before and after participating in various activities.


SUGGESTIONS FOR ASSESSMENT
◆ Journal/Learning Log: Heart-Rate Inquiry

Teacher Assessment: Inventory

Have students complete a heart-rate prediction chart.


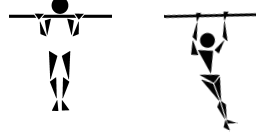






Refer to BLM G–7: Heart-Rate Predictions.

Suggested Criteria:

Look for

- ability to find own heart rate
- ability to work in specific heart-rate zones
- completion of chart

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.2.4.A.3a ⇒ S.2.5.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Fitness Assessments</p> <p>Choose from the following list of assessment tasks pertaining to each of the health-related fitness components, or use other tasks or tests that are safe and reliable.</p> <p>Cardiovascular Endurance:</p> <ul style="list-style-type: none"> • 6-, 8-, 10-, or 12-Minute Run: Students count the number of laps completed in the time of the run. • Leger Beep Test: This test uses an audiotape to control timed runs over a measured course, and an audio tone communicates timing information for the test subjects (runners). The tests are run continuously until the subjects can no longer continue or start to miss (arrive late at lines). The highest running pace and number of repetitions that the runner can accomplish successfully is then the player’s rating. • Walk Test: Available online at http://www.motivationstation.net. <p>Muscular Strength and Endurance (specific to muscle groups):</p> <ul style="list-style-type: none"> • Push-ups (full or modified)  • Pull-ups  • Curl-ups (cadence controlled)  • Bench-Steps  <p>Flexibility:</p> <ul style="list-style-type: none"> • Modified Sit and Reach (one leg bent)  • Shoulder Stretch 



TEACHER NOTES

A variety of fitness tasks or tests have traditionally been used to measure health-related fitness components. Before choosing a fitness assessment task, check for reliability, validity, developmental appropriateness, ease of administration, and safety considerations. Use fitness testing or assessment as a strategy to help students monitor their own progress and set personal goals.

Focus on fitness management and motivation towards participation in physical activity. Comparing students' scores and using extrinsic awards are discouraged.

Beep tests can be ordered from:
Fitness Appraisal Certification
U de Montreal Kinesiologie,
CP 6128 Succursale Centre-ville,
Montreal QC H3C 3J7
Fax: 514-343-2181

The use of individual goal-setting techniques encourages students to focus on personal improvement and progress towards achieving personal goals rather than on comparisons.

Muscular strength and endurance components can be trained together. Activities may focus on strength for some students and endurance for others, depending on the number of repetitions they are capable of performing.

For information related to fitness assessment, refer to

- *Fitness Education for Children* (Virgilio)
- *Physical Best Activity Guide* (AAHPERD)
- *FITNESSGRAM 6.0 Test Kit* (The Cooper Institute for Aerobics Research)



SUGGESTIONS FOR ASSESSMENT

◆ Journal/Learning Log: All Fitness Activities



Self-Assessment: Inventory

Have students choose a number of exercises or assessment tasks that measure health-related fitness components. Explain proper technique, safety precautions, and procedures for each task.

Have students practise the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information.



Refer to BLM 5–5: Personal Record Sheet and BLM G–6: Physical Activity Log (PAL).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.5.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) to check and revise personal goals.</p>	<p>◆ Learning Log Entries</p> <p>Have students keep a portfolio of their fitness results in various challenges suggested for learning outcomes S.2.5.A.3a, S.2.5.A.1a, and S.2.5.A.1b in order to observe improvements and progress as a source of motivation.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>MA: Patterns and Relations Statistics and Probability Number</p> <p>PE/HE: GLO 2—Fitness Management (S.2.5.A.3a, S.2.5.A.1a, S.2.5.A.1b) GLO 5—Healthy Lifestyle Practices</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ “I Can” Checklists</p> <p>Provide students with various health- and skill-related fitness challenge checklists and have them record their performances throughout the year.</p>
	<p>◆ Activity Participation</p> <p>Have students take home recording sheets or logs to keep track of the number of minutes they participate in moderate and/or vigorous activities each day over a period of time.</p>
	<p> Refer to BLM G–6: Physical Activity Log (PAL).</p>
	<p>◆ Journal Entries</p> <p>Have students record their personal fitness results on a personal record sheet to put in a Fitness Portfolio.</p>
	<p> Refer to BLM 5–5: Personal Record Sheet.</p>

**TEACHER NOTES**

For information on teaching considerations and implementation guidelines related to fitness, refer to Guidelines for GLO 2—Fitness Management in the Overview of this document.

Encourage students to recognize day-to-day activities (e.g., going for a family walk or hike, carrying groceries or laundry, raking leaves, shovelling snow, walking a dog, delivering papers) as contributors to an active lifestyle.

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Learning Log: All Fitness Activities**

Self-Assessment: Inventory

Have students choose a number of exercises or assessment tasks that measure health-related fitness components. Explain proper technique, safety precautions, and procedures for each task. Have students practise the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information.



Refer to BLM 5–5: Personal Record Sheet and BLM 5–7: Fitness Goal Setting.



Fitness Management Outcomes: Grade 5



Knowledge

- K.2.5.A.1 Identify health-related fitness components** (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) **and one example of an appropriate exercise/activity for each component** (e.g., skip rope for cardiovascular endurance development...).
- K.2.5.B.1 Identify the fitness benefits** (i.e., muscle and bone development, decreased susceptibility to stress, positive self-esteem, faster heart-rate recovery) **of moderate to vigorous fitness-type activities over time.**
- K.2.5.C.1a Recognize the terms associated with the function of the cardiovascular system** (i.e., resting heart rate, maximum heart rate, target heart rate, blood pressure, recovery heart rate) **in the context of exercise and physical activity.**
- K.2.5.C.1b Describe the effects of aerobic activities and inactivity on the cardiovascular system** (i.e., lower/raised resting heart rate, increased/decreased heart size, increased/decreased stroke volume).
- K.2.5.C.2 Show an understanding of the factors** (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) **affecting personal fitness development.**
- K.2.5.C.3 Show an understanding that stretching exercises for the major muscle groups should be held for a minimum length of time to be effective** (e.g., as long as a stretch feels comfortable, which is usually 10 to 30 seconds with three to five repetitions...).
- K.2.5.C.4 Determine the intrinsic** (e.g., enjoyment, enhanced health, level of success, increased energy level, affiliation...) **and extrinsic** (e.g., awards, media, sport heroes, family, peers...) **factors that motivate participation for fitness development.**

Skills

- S.2.5.A.1a Demonstrate correct execution of exercises** (e.g., keeping body straight for push-ups, keeping legs bent for curl-ups...) **designed to improve and maintain personal fitness associated with health-related fitness components.**
- S.2.5.A.1b Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.**
- S.2.5.A.2 Demonstrate use of short-cut methods** (e.g., 6-second count x 10; 10-second count x 6...) **and/or technology** (e.g., heart-rate monitors...) **for monitoring heart-rate counts before, during, and after activities, and relate to target heart-rate zones** (e.g., general health, basic fitness, healthy heart...).
- S.2.4.A.3a** ➡ **S.2.5.A.3a Determine own performance level for health-related fitness components** (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), **using simple tests or tasks** (e.g., sit and reach, modified curl-up, 1600-metre run...).
- S.2.5.A.3b Compare own fitness results and physical activity participation over a period of time** (e.g., beginning, middle, end of school year...) **to check and revise personal goals.**

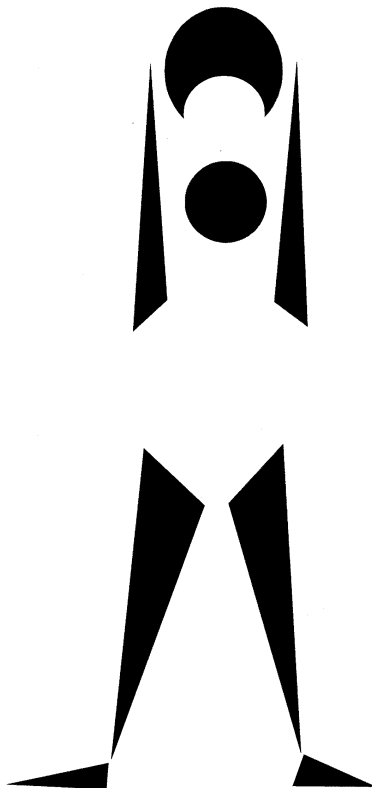
Attitude Indicators

- 2.1 Show an interest in and responsibility for personal fitness.
- 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness.
- 2.3 Show respect and acceptance for physical and performance limitations of self and others.

Grade 5

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.5.A.1 Show an understanding of safe practices (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) when helping others while practising in regular or modified physical activities

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 1—Movement

◆ Learning Outcome Connection

Have students participate in various partner/group activities and games that involve working with or helping other students. For each activity, pose the following questions for reflection.

What are some of the safety practices to consider when practising or playing this activity related to

- the facility or playing field?
- equipment?
- dress (clothing and footwear)?
- helping others?
- other?

☐ K.3.5.A.2 Show an understanding of safe stretching technique (e.g., sustained rather than “bounce” stretching, proper body alignment, keeping within the joints’ normal range of motion...) of selected exercises (e.g., calf stretch, modified hurdle stretch, arm circles...) in warm-up and cool-down routines.

Curricular Connections

PE/HE:

GLO 1—Movement

GLO 2—Fitness Management (K.2.5.A.1, K.2.5.C.3)

SC:

Cluster 1—Maintaining a Healthy Body

◆ Learning Outcome Connection

To learn about safe stretching techniques, have students

- participate in leading cool-down stretches (see learning outcome K.2.5.C.3)
- participate in the Create a Workout activity suggested for learning outcome K.2.5.A.1

◆ What’s behind You?

Place a poster of safe stretching techniques on the wall. Have pairs of students stand facing each other, with one student having his or her back to the poster. Have students take turns telling each other what the correct techniques are without looking at the poster.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on safety, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

◆ **Questioning/Interview: All Activities**

Teacher Assessment: Inventory

At the beginning of each activity, ask students for the safety considerations related to that specific activity.

Suggested Criterion:

Look for

- number of correct responses

◆ **Observation: All Activities**

Peer Assessment: Scoring Rubric

Have students assess a peer on various occasions and for different activities using the following scoring rubric.

Scoring Rubric			
	3 Always	2 Sometimes	1 Rarely
The student			
<ul style="list-style-type: none"> • plays safely when helping others 			

Continually check the latest information on contraindicated exercises as a safety precaution when selecting stretches and/or exercises.

For more information, contact Manitoba Fitness Council.

◆ **Observation: Learning Outcome Connection (Cool-down Stretches)**

Teacher Assessment: Checklist

Observe students as they lead cool-down stretches.

Suggested Criteria:

The student

- performed stretches correctly
- stretched slowly and held stretches for 10 to 30 seconds
- encouraged others to stretch to the limit of their movement
- did not rush
- other



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.3.2.A.3 ➔ K.3.5.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).</p> <div data-bbox="110 674 553 926" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. MA: Statistics and Probability PE/HE: GLO 1—Movement GLO 2—Fitness Management</p> </div>	<p>◆ Safety Survey</p> <p>Have students survey older students or family members on the reasons for wearing appropriate clothing and footwear related to participation in different sports or activities.</p> <p>Examples of Questions:</p> <ul style="list-style-type: none"> • In what sports/activities (e.g., hockey/ringette, cycling, gym class, soccer, gymnastics) do you participate? • What equipment do you need to wear for your sport/activity? • Why is this equipment important?
<p>☐ K.3.5.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use (e.g., protruding objects, condition of the floor, mats in jumping/landing activities...).</p> <div data-bbox="110 1262 553 1461" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ Safety Guidelines</p> <p>As a class, brainstorm guidelines and behaviours specific to potential hazards and risks regarding equipment and facility use prior to any activity.</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> • How can we keep ourselves safe in this activity? • How can we keep others safe in this activity? • What are some of the safety rules we will have to follow to ensure that everyone is safe? <p>Variation: Have students or groups of students create posters that identify safety guidelines and behaviours.</p> <p>◆ Safety Rules</p> <p>Establish safety rules with students before they participate in a physical activity. After they participate in the activity, have them do a self-assessment on their ability to play safely.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on safety, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Integration Ideas:

Use this strategy as an opportunity to follow a plan for data collection, to determine the best graph for the task, and/or to represent safety information gathered on different types of graphs.

◆ **Paper and Pencil Task: Safety Survey**

Teacher Assessment: Inventory

Have students survey others and list essential pieces of clothing and footwear for each sport/activity on the survey and indicate why they are necessary.

Safety Equipment Survey		
Sport/Activity	Clothing and Footwear	Why Equipment Is Required

Establish and review safety guidelines for general gym use and playing fields/areas.

For information on safety, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

◆ **Journal/Learning Log: Safety Guidelines**

Teacher Assessment: Checklist

Assess posters, looking for the following characteristics.

Suggested Criteria:

The poster

- lists safety guidelines
- provides accurate information
- is neatly and clearly presented
- other



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).</p> <div data-bbox="115 604 550 850" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. PE/HE: GLO 1—Movement (S.1.5.C.1)</p> </div>	<p>◆ Learning Outcome Connection Have students participate in the activities suggested for learning outcome S.1.5.C.1. Discuss with students possible safety risks inherent in the activities.</p> <p>◆ Stay Safe Posters Have students select an alternative pursuit and make a poster of that activity with safety advice.</p> <p>◆ Field Trips/Field Days Have students identify safety risks related to outdoor activities or special field trips prior to participation in the activity or event.</p> <p>◆ Snowball As part of a cool-down activity, have students sit in a large circle. Throw a ball to a student and ask the student to identify a safety risk related to the alternative pursuit being addressed. Continue to throw the ball to other students until everyone has had a turn. Variations: Students can</p> <ul style="list-style-type: none"> • leave the circle and get changed after answering the question • work in small groups with a group leader recording responses
<p>☐ K.3.4.A.5b ⇒ K.3.5.A.5b Identify water safety rules, hazards, and practices (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) related to aquatic activities (e.g., swimming, boating...).</p> <div data-bbox="115 1543 550 1711" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ Guest Speaker Invite a knowledgeable guest speaker from the Canadian Red Cross to speak to the class about water safety. Help students to listen actively by using the LAPS Frame (see <i>Success for All Learners</i> 6.54).</p> <p>◆ Waterless Swim Meet Have a swim meet in the gym. Use scooters to allow students to simulate swim strokes on their stomachs and backs. Use scooters with mats on them to simulate boats. Have students identify the water safety rules, hazards, and practices in this mock situation.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on safety, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Brainstorm safety precautions for each alternative pursuit with students.

Contact provincial sport organizations for more information.

Check with your school administrator for school/division/district guidelines and procedures when organizing field trips or alternative pursuits that may require a risk-management plan.

◆ **Paper and Pencil Task: Stay Safe Posters**

Teacher Assessment: Scoring Rubric

Have students make safety posters for alternative pursuit of their choice.

Scoring Rubric	
Score	The poster
3	<ul style="list-style-type: none"> identifies two or more potential safety risks in the selected activity
2	<ul style="list-style-type: none"> identifies one potential safety risk in the selected activity
1	<ul style="list-style-type: none"> does not identify potential safety risks in the selected activity

Canadian Red Cross programs include the following topics related to water safety:

- stop, look, and listen
- importance of swimming lessons
- personal floatation device (PFD) information
- identification of buoyant objects
- how to stay warm
- checking the weather
- when it’s safe to go near water and when it isn’t
- using buoyant objects for support
- how to contact emergency services
- where and when to go boating
- reasons why people choke

See <<http://www.redcross.ca/>>.



◆ **Paper and Pencil Task: Water Safety**

Teacher Assessment: Checklist

Use the Canadian Red Cross information to create a written test on water safety rules, hazards, and practices.

Suggested Criterion:

Look for

- number of correct responses

TEACHER NOTES (*continued*)

Discuss dangers related to winter conditions and thin ice.

For examples of waterless swim meets, contact Canadian Intramural Recreation Association (CIRA):

<<http://www.intramurals.ca/>>.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles, and unsupervised areas.

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SC:

Cluster 1—Maintaining a Healthy Body

SUGGESTIONS FOR INSTRUCTION

◆ **On the Lookout**

Have students determine safety concerns related to areas such as the following.

Road Traffic

- Obey traffic signals.
- Be alert for people who run lights or do not completely stop at stop signs.
- Ensure that all traffic stops at a crosswalk before you leave the curb.

Bus Transportation

- Keep your voice down.
- Stay in your seat.
- Know how to evacuate in an emergency.
- Keep hands inside the bus.

Recreational Vehicles

- Wear a helmet and other protective gear.
- Wear a personal floatation device (PFD) for watercraft use.
- Stay away from open water.
- Stay on a marked path.

Unsupervised Areas

- Stay with a friend.
- Inform a parent as to where you will be.
- Never approach someone you do not know.
- Leave a situation if you feel uncomfortable.
- Stay off ice at certain times of the year.

Have students present the safety concerns for each area using a framing technique (see 5-8 ELA, Strategies—47).

◆ **Media Concerns**

Discuss concerns that the community or messages from the media might have related to the above situations.

Examples:

- drunk drivers (road traffic)
- drivers who don't look out for pedestrians (road traffic)
- people on snow machines hitting objects (recreational vehicles)
- bus drivers who are unable to see students if they slip or fall near the wheels

(continued)



TEACHER NOTES

Be sensitive to the fact that some students may know someone who has been seriously injured or killed in an accident.

Discuss with students that we can sometimes get hurt despite being careful and taking all the necessary precautions (e.g., be hit by a drunk driver or be injured by faulty equipment). This does not mean that we constantly live in fear of being hurt; rather, we must do what is possible to prevent injuries from occurring. Remind students to be cautious, not scared.

For resources related to road and traffic safety, such as *Road Safety Learning Resources for Schools*, contact Manitoba Public Insurance: <<http://www.mpi.mb.ca>>.

Ensure that students are informed about proper Internet use and related safety issues.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Self-Assessment: Anecdotal Notes

At the end of the lesson, have students respond in their journals or personal learning logs, reflecting on the safety concerns they learned.

Provide students with sentence leads, such as the following:

- In the future I will ...
- I wish more people would...
- If only we could all...

◆ **Paper and Pencil Task: Any Activity**

Teacher Assessment: Checklist

Ask students to report on at least two safety concerns for each of the following four categories:

- road traffic
- bus transportation
- recreational vehicles
- unsupervised areas

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.5.B.1 <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Brochures**

Have groups of students make a brochure or pamphlet related to a safety concern in their community. Use technology, if possible.

◆ **Use Media to Warn Others**

Have students work in groups to prepare television commercials, radio advertisements, or an Internet banner to warn people of dangers and what to do to keep safe.

◆ **Off-Roading**

Using a Jigsaw strategy (see *Success for All Learners* 5.9), have groups generate a list of specific safety concerns related to particular recreational vehicles (e.g., boats, motorized personal watercraft, all-terrain vehicles, snowmobiles, motorbikes). Ask each group to use a T-Chart to record their information.

Recreational Vehicles: Safety Concerns and Precautions	
What Could Happen	What to Do to Prevent It


◆ **Media Search**

Have students collect articles related to accidents (e.g., from newspapers, Internet sites, magazines). Ask them to mount the articles on a piece of blank poster paper and use the remaining space to record what could have been done to prevent the accidents. Post students' work on a bulletin board in the hallway.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



(continued)

◆ **Performance Task: Brochures; Use Media to Warn Others**

Peer Assessment: Scoring Rubric

Before proceeding with the learning activities, have students generate a rubric that describes expectations for the finished product.

◆ **Observation: Off-Roading**

Teacher Assessment: Checklist

As students present the Jigsaw results, observe whether they list safety concerns and precautions.

Suggested Criteria:

The students

- listed appropriate safety concerns
- listed realistic precautions

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning...) relevant to self and others.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. SC: Cluster 4—Weather</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Posted Response**

Discuss various situations regarding adverse environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning) and indicate individually and/or in a group ways to respond to each situation.

Example:

Responses to Dangerous Situations	
Situation	Best Response
Fire in classroom	<ul style="list-style-type: none"> • Maintain control. • Line up and walk quietly. • Meet at a designated spot.

Ask each student to design a poster to show the best responses to one of the potentially dangerous situations identified.

◆ **Ask the Expert**

Invite a firefighter to talk to the class about dangerous environmental conditions and ways to respond safely (e.g., planning escape routes). Ask for someone from the Canadian Automobile Association (CAA) or Manitoba Public Insurance (MPI) to talk about road safety (e.g., developing car survival kits for the winter). Encourage active listening by having students record their thoughts using the LAPS Frame (see *Success for All Learners* 6.54).


TEACHER NOTES

Teachers are encouraged to develop integrated units with English language arts and science.

See Manitoba Emergency Measures Organization (EMO):

<<http://www.gov.mb.ca/gs/memo/>>.

For topic-related resources, refer to the Instructional Resources Unit (Library), Manitoba Education and Youth website:

<<http://libinfo.merlin.mb.ca>>.


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: Posted Response

Teacher Assessment: Inventory

Have students write appropriate responses to dangerous situations related to each of the following environmental conditions:

- flood
- house fire
- school fire
- blizzard
- hailstorm
- icy streets or sidewalks
- lightning
- dust storm
- other

Suggested Criterion:

Look for

- number of correct responses

◆ Paper and Pencil Task: Ask the Expert

Self-Assessment: Inventory

Following the Ask the Expert presentation, have students indicate whether they know the ways to respond appropriately to potentially dangerous situations, using a self-assessment tool such as the following.

Responding to Potentially Dangerous Situations

What should I do when there is a fire?

- If there is a fire in my home, I should...
- If there is a fire in my school, I should...
- Something new I learned is...

What should I do for a road-safety situation?

- If I get caught in a blizzard, I should...
- If I am close to lightning, I should...
- If I am in an ice storm, I should...
- Something new I learned is...

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.5.B.4 Identify available community supports that promote safety and community health (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents...).</p>	<p>◆ Safety and Health Directory</p> <p>Make a class directory of community supports that promote safety and community health. Divide the class into pairs and assign a general category to each pair (e.g., helplines, doctors, dentists, natural healing). Give each pair of students several index cards, and have them write the name and contact information on one side of the cards and list the services provided on the other side.</p> <p>◆ Support Report</p> <p>Ask pairs of students to interview a community support person. As a class, generate a list of general interview questions that everyone will use. Have students present their interview findings to the class.</p> <p>Examples of Interview Questions:</p> <ul style="list-style-type: none">• What type of service do you provide?• What level of education do you have?• How many people use your service?• What hours do you work?

Curricular Connections

ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 3—Manage ideas and information.
- GLO 4—Enhance the clarity and artistry of communication.
- GLO 5—Celebrate and build community.



TEACHER NOTES

Keep the health directory in a box (e.g., recipe container) and in a location that students can easily access.

Have students develop a box of community supports that they may use at home. Encourage them to work with a parent or guardian to obtain the correct information.

Suggested information to include on the community support cards:

- name of support person or agency
- telephone number
- address
- hours of operation
- brief description of services
- other



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Safety and Health Directory**

Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess the directory.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • describes the services provided • knows how to access the services • presents the information in an organized manner
2	<ul style="list-style-type: none"> • identifies some services provided • knows some contact information • presents the information in an acceptable manner
1	<ul style="list-style-type: none"> • omits relevant service and contact information • presents information in a vague manner

◆ **Performance Task: Support Report**

Peer Assessment: Anecdotal Notes

Ask pairs of students to assess the presentations and provide anecdotal information and feedback to the presenters.

Provide students with leads, such as the following:

- What we really liked about the presentation...
- Some suggestions we have...
- One thing we learned from your presentation was...

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.5.B.5a Describe examples of problems (e.g., schoolyard/street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking...) related to physical and verbal abuse with regard to safety of others.</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community Power, Authority, and Decision Making</p>	<p>◆ What’s the Problem?</p> <p>Have students make a collage using words, pictures, and symbols to provide examples of problems related to physical and verbal abuse. The collage may be mounted on poster board, a box, or another object.</p> <p>Variation: On a Gallery Walk (see <i>Success for All Learners</i> 6.80), ask students to describe problems expressed in each collage.</p> <p>◆ A Symbolic Picture</p> <p>Discuss various examples of emotions and feelings that might accompany physical and verbal abuse (e.g., anger, fear, uncertainty). Ask students to create a symbolic picture to represent the emotion or feeling for a specific problem.</p> <p>◆ Freedom from Abuse and Harassment Policy</p> <p>Review the local school/division/district policy related to abuse and harassment. As a class, discuss the importance of having such a policy. Provide students with information on how to make a complaint regarding harassment or abuse. Discuss the procedure that will occur in response to complaints in the classroom.</p> <p>◆ Meeting Box</p> <p>Hold weekly class meetings. When students experience issues or problems related to physical and verbal abuse, they may want to make a complaint. The complaint can be put in the meeting box and then discussed during the next class meeting if the situation continues to be an issue and needs to be resolved. Hold the meetings at a designated time when all class members are present. Have students sit in a circle and use a general meeting format (e.g., an agenda, one person speaks at a time, questions go through the chairperson, timed discussions).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Violence or harassment based on age, race, colour, gender, religion, marital status, disability, or sexual orientation constitutes discrimination under both federal and provincial human rights legislation and is considered a violation of the law.

Establish ground rules for class discussions regarding sensitive topics, and share them with students prior to implementation. For example, names must not be used when students are discussing examples of verbal and physical abuse.

Be alert for students disclosing personal physical and verbal abuse. If they disclose abuse publicly, acknowledge what they said, thank them for being strong and talking about it, and suggest that you would like to talk more about it in private.

Notify the appropriate Child and Family Services (CFS) agency or child protection agency whenever you have reason to believe that a student is being (or has been) physically, emotionally, or verbally abused (Telephone: 204-944-4200).

For abuse indicators, see the discussion on Planning for Potentially Sensitive Content in the Overview of this document.

Shaking a baby, even for a few seconds, causes bleeding in and around the brain. This can cause brain damage (e.g., resulting in learning disabilities), permanent disabilities such as blindness and paralysis, or death. Never toss small children in the air or swing them by the ankles. If a baby stops breathing, shaking will not help. Crying won't kill a baby, but shaking can.



◆ **Performance Task: What's the Problem?**

Teacher Assessment: Scoring Rubric

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> lists and describes at least seven problems related to physical and verbal abuse
2	<ul style="list-style-type: none"> lists and describes three to six problems related to physical and verbal abuse
1	<ul style="list-style-type: none"> has limited knowledge of problems related to physical and verbal abuse and lists fewer than three

◆ **Reflection: A Symbolic Picture**

Self-Assessment: Inventory


Ask students to describe an example of physical or verbal abuse, answering questions such as the following:

- What would it look like?
- What would it sound like?
- How would it make you feel during and after the incident?
- What could happen to make this situation turn out better?

TEACHER NOTES *(continued)*

If we feel ourselves becoming overwhelmed by a crying infant, we need to make sure that the child is in a safe spot (e.g., a crib) and call a family member, friend, or neighbour for assistance, or go to a quiet place until we calm down.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.5.B.5b Describe safety guidelines (e.g., play in supervised areas, follow code of conduct...) and the use of strategies (i.e., conflict-resolution skills) to deal with bullies and harassment in a variety of situations (e.g., classroom, sports, playground...).</p>	<p>◆ Avoidance Manoeuvres</p> <p>Ask students to list strategies (e.g., being assertive, knowing when to move on, practising avoidance techniques such as playing in supervised areas and leaving situations that look like they could become dangerous) for dealing with bullies and people who harass others. Ask each student to draw and label a picture, or find a picture in a magazine, of someone who is effectively using a strategy to deal with a bully (e.g., taking an assertive stance, making eye-contact, using “I messages,” helping others who are being bullied). Students could use callouts and thought bubbles to describe what a person is saying and thinking.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<div style="text-align: center;">  </div>
	<p>◆ Give and Take</p> <p>Have groups of students develop a situation related to bullying, harassment, or teasing, and write it on an index card. Collect the cards, check them over, and distribute them randomly to the groups, ensuring that students do not receive the situation they wrote. Have each group develop a role-play to demonstrate how to deal effectively with the situation (e.g., using negotiation, mediation, compromise, assertiveness skills).</p> <p>Suggested Situations:</p> <ul style="list-style-type: none"> • Two students constantly call another student rude names. • A student intentionally pushes other students in the hallway. • A student is picked on by more than four other students in the class.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Communication Styles:**

An **aggressive** person

- dominates, controls, and pushes
- doesn't worry about others' feelings
- lashes out in anger
- wants others to do what he or she says

A **passive** person

- doesn't speak up for his or her rights
- hides feelings
- worries about what others think
- gives in to others' wants and opinions

An **assertive** person

- makes his or her own decisions
- respects self and others
- is able to say “no” when necessary
- shows confidence without being pushy
- uses “I messages”

**◆ Performance Task: All Activities**

Teacher Assessment: Checklist

Using student-developed case scenarios, look for evidence that the student is able to

- describe safety guidelines correctly
- use strategies for dealing with bullying and harassment
- apply strategies to a variety of situations

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.5.B.6a Identify safety guidelines to protect self and others in potential sexually abusive situations (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SS:

Power, Authority, and Decision Making

SUGGESTIONS FOR INSTRUCTION

◆ **Be on the Lookout**

Ask students to identify safety guidelines that would help protect self and others against potential sexually abusive situations (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night). Use the Think-Pair-Share strategy (see *Success for All Learners* 6.13). Create a master list based on all students’ responses.

◆ **What If...**

Ask students to generate a list of “What if...” scenarios and put their suggestions of potentially abusive situations on a slip of paper. Remind students that the scenarios should be realistic and serious. Put all the slips into an envelope. Ask volunteers to pick one situation and tell how they would best respond.

Common Scenarios:

What if someone...

- is following you
- you know wants you to look at pictures of people who have no clothing on
- sends you embarrassing email
- talks about your body in a way that makes you feel uncomfortable
- touches you or attempts to touch you inappropriately or without your permission

◆ **No Means No**

Have students perform a role-play involving a situation to which students must respond assertively.

Suggested Situations:

Respond assertively to someone who...

- asks you to get into his or her car
- wants to enter your house
- tells you to look at a pornography website
- sends you a message of a sexual nature by email or on a chat line

(continued)



TEACHER NOTES

The learning activities suggested for this outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Encourage families to talk to their children about safety, especially with respect to unwanted touching of private parts, sex-related Internet sites, and exploitative advertisements. For further information on this topic, consult the Safety on the Internet website: <<http://www.sass.ca/safe.htm>>.

Ensure that students are given the opportunity to “pass” and choose not to respond to a situation during the “What if…” activity. Due to the personal nature of this exercise, many students will not feel comfortable responding in front of others. Give these students the option to write in their journals.

When talking about private situations, have students keep the identity of people anonymous. If a particular event needs to be discussed further, it should be done privately in a confidential setting.

Remind students that in some cases the offender is someone we know. Sometimes the people we know and people who care about us do things that are inappropriate, and we should learn to protect ourselves.

Reinforce that sexual abuse is not the victim’s fault and that it is all right to talk about abuse.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Self-Assessment: Inventory

Have students answer the following questions in their journals:

1. What might be difficult about using strategies to protect self and others against abusive situations?
2. Are there certain strategies that might be easier than others?
3. What message would you give younger students to help protect them from similar situations?
4. Write about one thing you will do differently in the future.
5. Whom could you talk to or where could you go if you needed help with a sexually abusive situation?

◆ **Performance Task: What If...**

Teacher Assessment: Checklist

Observe whether the student	Yes	No
• demonstrates how to use a strategy for dealing with potentially abusive situations	<input type="checkbox"/>	<input type="checkbox"/>
• identifies a safety guideline for dealing with potentially abusive situations	<input type="checkbox"/>	<input type="checkbox"/>

◆ **Performance Task: No Means No**

Peer Assessment: Checklist

Have groups assess the role-play using the following criteria:	Yes	No
• The role-play was effective.	<input type="checkbox"/>	<input type="checkbox"/>
• The strategy was realistic.	<input type="checkbox"/>	<input type="checkbox"/>
• The students demonstrated a serious, responsible, and safe response.	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.5.B.6a <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Seeking Help**

Talking to someone you trust is the best way to protect yourself and others from danger. Have the class brainstorm and discuss possible people or places that could help students if they were faced with a difficult situation (e.g., a counsellor, teacher, doctor, parent, guardian, grandparent, aunt, uncle, trusted friend, social worker). Remind students that if they do not get help from the first place or person, they need to tell someone else.

K.3.5.B.6b Describe indicators of abusive relationships (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...).

Curricular Connections
ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.
SS: Power, Authority, and Decision Making

◆ **How You Know**

Have the class develop a T-Chart for indicators of abusive relationships. Use the following headings: Looks Like and Sounds Like.

Indicators of Abusive Relationships	
Looks Like	Sounds Like

◆ **Feels Like...**

Have students create a list of feelings that accompany the information on the T-Chart. Use the Think-Pair-Share strategy (see *Success for All Learners* 6.13) to explore the many feelings associated with abuse.

◆ **Flip Side**

Have students create a poster, a drama presentation, or a cartoon to compare and contrast characteristics of an abusive relationship and a healthy relationship. Have students identify what each relationship looks like, sounds like, and feels like.



TEACHER NOTES

Some Guidelines for Internet Use:

- Never respond to messages or bulletin board items that are sexually suggestive, obscene, or threatening.
- If you feel uncomfortable about a message you receive, tell a trusted adult and have him or her contact your service provider and ask for help.
- Never give your email address to an unknown person.
- Do not give personal information on a chat line (e.g., do not tell anyone what school you go to or what teams or clubs you belong to).



SUGGESTIONS FOR ASSESSMENT

TEACHER NOTES (continued)

Some Guidelines for Being Safe on the Street:

- If someone follows you, try to get to a safe place immediately.
- Never approach the car of someone unfamiliar to you, even when the person is asking for directions, looking for a lost pet, or offering you a gift.
- If someone tries to take you somewhere without your parent’s permission, get away quickly and scream, “You are not my parent. Go away.”
- Always tell a parent where you are going and try to have a friend with you.
- Do not display your name on anything that someone can read (e.g., backpack, runners, lunch bag/box, jacket), as this may be used to trick you into thinking that you know the person.



Explain to students that if something doesn’t feel right then it likely isn’t right. Encourage students to trust their intuition and, if they are not sure about something, talk to a trusted adult.

For additional information and support materials, contact local/provincial organizations such as Klinik, Canadian Red Cross, Kids Help Phone, and Teen Touch.



◆ **Observation: How You Know; Feels Like...**

Teacher Assessment: Inventory

Observe students during the activities and look for the following criteria.

Suggested Criteria:

The student is able to

- list what abuse looks like
- list what abuse sounds like
- identify how an abused person might act or feel

◆ **Performance Task: Flip Side**

Teacher Assessment: Checklist

Use the following checklist to assess students’ work.

Suggested Criteria:

The student is able to

- delineate clearly between a healthy relationship and an abusive relationship
- identify examples of behaviours from an abusive relationship
- identify examples of behaviours from a healthy relationship

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ S.3.4.A.1 ⇨ S.3.5.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.5.C.1, K.1.5.C.4)</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connections**

Have students participate in activities suggested for learning outcomes K.1.5.C.1 and K.1.5.C.4.

◆ **Safe Participation**

Review with students the various safety guidelines and behaviours specific to various locations, activities, and pieces of equipment.

Examples:

- change-room procedures/rules
- climbing-frame guidelines/rules
- routines for division and use of activity space
- proper use of portable equipment (e.g., balls, racquets, floor hockey sticks, baseball bats, gymnastics mats)
- use of fixed equipment (e.g., tetherball poles, playground structures, basketball backboards, baseball backstops, curtains or folding wall dividers)
- reporting injuries or medical problems, equipment breakage, or hazards to the teacher

Have students demonstrate rules and routines for safe participation and equipment use throughout the year in all activities.

Variation: Have students make posters reminding others of the procedures.



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activity and safe handling of gym equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

Establish rules and procedures early in the year and reinforce them throughout the year.

For information related to safety and liability, refer to Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts).

Important safety information is outlined in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students’ age and mental and physical condition
- instruction is sequenced progressively to ensure safety
- students receive specific instruction about how to use and handle equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed from the facility or field of play



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

Use the following rubric to assess student performance related to safe participation in activities.

Safety Rubric				
	4	3	2	1
The student	Consistently	Frequently	Sometimes	Rarely
• follows safety routines and rules in given situations				

◆ **Observation: Safe Participation**

Group Assessment: Anecdotal Notes

At the end of the class, have students note on a Safety Clipboard any safety infractions they dealt with during the class or at recess that day. Check the clipboard contents regularly and review them with the class intermittently (immediately if the infraction causes danger).



Safety Outcomes: Grade 5



Knowledge

- K.3.5.A.1 Show an understanding of safe practices** (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) **when helping others while practising in regular or modified physical activities.**
- K.3.5.A.2 Show an understanding of safe stretching technique** (e.g., sustained rather than “bounce” stretching, proper body alignment, keeping within the joints’ normal range of motion...) **of selected exercises** (e.g., calf stretch, modified hurdle stretch, arm circles...) **in warm-up and cool-down routines.**
- K.3.2.A.3** ➔ **K.3.5.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).
- K.3.5.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use** (e.g., protruding objects, condition of the floor, mats in jumping/landing activities...).
- K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits** (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).
- K.3.4.A.5b** ➔ **K.3.5.A.5b Identify water safety rules, hazards, and practices** (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) **related to aquatic activities** (e.g., swimming, boating...).
- K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles, and unsupervised areas.**

Knowledge (continued)

- K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions** (e.g., floods, fires, extreme weather conditions, icy conditions, lightning...) **relevant to self and others.**
- K.3.5.B.4 Identify available community supports that promote safety and community health** (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents...).
- K.3.5.B.5a Describe examples of problems** (e.g., schoolyard/street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking...) **related to physical and verbal abuse with regard to safety of others.**
- K.3.5.B.5b Describe safety guidelines** (e.g., play in supervised areas, follow code of conduct...) **and the use of strategies** (i.e., conflict-resolution skills) **to deal with bullies and harassment in a variety of situations** (e.g., classroom, sports, playground...).
- K.3.5.B.6a Identify safety guidelines to protect self and others in potential sexually abusive situations** (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night...).
- K.3.5.B.6b Describe indicators of abusive relationships** (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...).

Skills

- S.3.4.A.1** ➔ **S.3.5.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities** (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).

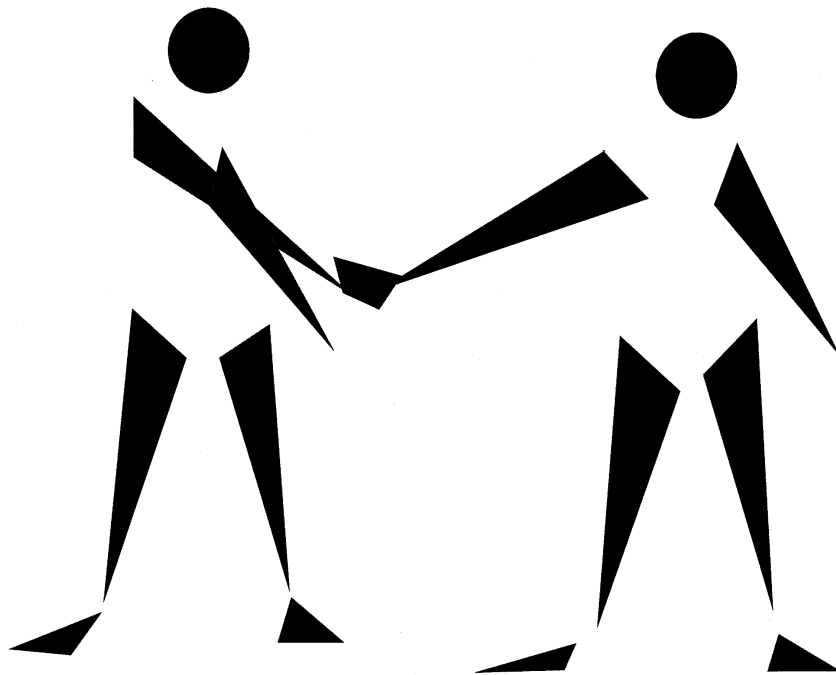
Attitude Indicators

- 3.1 Show respect for safety of self and others.
- 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.

Grade 5

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.5.A.1 Identify how one’s self-concept and feelings are affected by others (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...).

Curricular Connections

ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 4—Enhance the clarity and artistry of communication.
- GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **The Highs and Lows**

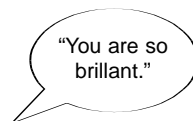
Have students come up with a working definition of **self-concept** (e.g., self-concept is the mental picture we have of ourselves). Discuss how others affect our self-concept and our feelings (e.g., praise and encouragement build confidence, and ridicule and insults hurt our feelings). Using a chart with three columns, list positive and negative comments and behaviours under the headings Looks Like, Sounds Like, and Feels Like.

Example:

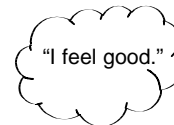
Looks Like	Sounds Like	Feels Like
• excluding	“Get lost.”	sadness
• a pat on the back	“Way to go!”	confidence

◆ **Imagine That**

1. Have students brainstorm for positive and negative comments they might hear from others.
2. Ask students to describe or draw a facial expression of a person who hears the following negative comments:
 - “You are so stupid.”
 - “You can’t do anything right.”
 - “What is wrong with you?”
3. Ask students to draw or describe another image of a person who hears the following positive comments:
 - “Well done. Excellent work.”
 - “You are so brilliant.”
 - “What a great friend you are.”
4. Have students put their illustration on blank paper, write examples of comments the person might hear around the picture, and identify some of the feelings the person might have. Students may want to put the feelings in a thought bubble and the comments from others in a speech callout.



Callout



Thought Bubble

(continued)



TEACHER NOTES

Encourage students to imagine how different responses would feel if they were directed towards them.

Some students may have a low opinion of themselves. This may be the result of years of negative comments from others, or it may be the result of something that occurred recently. Some students will have high and low times, while others may be at a constant state of high or low. Give students sufficient time to express themselves either in a journal or publicly with their peers.

Note that it may be extremely difficult for some students to hear positive comments from others and it is quite common for them to “act out” or to be out of character during activities of this nature. These students need to hear genuine positive comments more than anyone. It may be necessary to progress more gradually with these students so that they feel more comfortable.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Self-Assessment: Anecdotal Notes

Ask students to answer the following questions in their journals:

1. What are some things that we can do to help others feel better about themselves?
2. What are some ways in which our self-concept and feelings are affected by others?

◆ **Observation: Imagine That**

Teacher Assessment: Checklist

Assess whether the student correctly identifies	Yes	No
• characteristics of a person with a positive self-concept	<input type="checkbox"/>	<input type="checkbox"/>
• characteristics of a person with a negative self-concept	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.5.A.1 *(continued)*

(continued)

◆ **Boosters**

Discuss how we can improve our self-concept (e.g., set realistic goals, accept our mistakes, keep an open mind, treat others with respect, accept compliments, share with others, laugh, try new things). Discuss how we can help improve the self-concept of others (e.g., give compliments, accept others' mistakes, keep an open mind, encourage others). Behaviours that improve self-concept are called "boosters" because they make us feel better and boost the way we feel. Ask students to make a conscious effort to encourage others and work to improve their self-concept. When students receive a booster or give a booster, write it on a slip of paper and put it in the classroom booster jar. At the end of each week, take out the slips and read the examples to students. Have students comment on how the booster made them feel.

K.4.5.A.2a Identify ways of setting group goals (e.g., by consensus, by arbitrary decision, by taking turns...) **for cooperative learning and team building.**

◆ **You Decide**

Brainstorm for a list of groups that must work together to set goals (e.g., sports teams, youth groups, student committees). List ways in which these groups make decisions (e.g., by consensus, arbitrary decision, taking turns).

Provide some case scenarios and have students identify how the decisions were made or the goals were set.

Have groups of students plan a party for a friend moving away. Their task is to decide on five goals or tasks in order of priority for what they will do to plan the event. Once they have decided on the five goals or tasks, they must assign people to complete each one.

Have groups report to the class. Discuss how students made the decisions and how they determined who would do each task.

Examples of Goal Setting and Decision Making:

1. The group decided that half the group would be responsible for the refreshments, and the other half, the decorations. (consensus)
2. The group leader decided that the student who had a computer at home would make the invitations. (arbitrary decision)
3. Everyone took turns sharing their party ideas. (taking turns)

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that each student receives boosters and gives at least one booster. Use a checklist to keep track so that students are not left out of this activity.

(continued)

◆ **Performance Task: Boosters**

Self-Assessment: Anecdotal Notes

Ask students to write about how they felt after they received a booster.

Group Goal-Setting Process:

1. Brainstorm ideas.
2. Discuss pros and cons.
3. Reach consensus.
4. List necessary steps.
5. Identify roles and responsibilities.
6. Make a timeline for completion.
7. Evaluate results.

Scenario:

Facilitate a class meeting regarding the following scenario: Lately there have been many incidents of “put-down” comments during class. Many students are upset and frustrated.

Process:

1. Divide students into small groups to discuss
 - a. the problem
 - b. the feelings of students
 - c. possible solutions
2. Assign roles for cooperative learning (see list provided).
3. Have groups report to the class and record results on chart paper



◆ **Performance Task: You Decide**

Group Assessment: Anecdotal Notes

Have each group discuss with the rest of the class the procedure they used to set goals. Ask the other groups to list what procedures the presenting group used and write a short description of each style.

Suggested Criterion:

Look for

- evidence that students are able to identify different ways to set group goals for cooperative learning and team building



TEACHER NOTES *(continued)*

4. Follow the group goal-setting process.

Roles for Cooperative Learning:

- **Facilitator:** keeps group on task and ensures that everyone has the opportunity to contribute.
- **Reporter:** shares summary of the group discussion with the large group.
- **Time Keeper:** ensures that the task is completed within the time allotted.
- **Recorder:** keeps notes during the discussion.
- **Group Manager:** picks up, distributes, collects, turns in, or puts away materials.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one’s own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (S.2.5.A.3a)</p> </div>	<p>◆ The Glass Ball</p> <p>Ask the class to list characteristics of a person who is responsible for his or her own actions. Record students’ answers on one side of a T-Chart. Ask students to list characteristics of someone who does not take responsibility for his or her own actions and record them on the other side of the chart. Discuss what kind of person they see for each side.</p> <ul style="list-style-type: none"> • Whom would they want to be friends with? • How would each person function from day to day? • How would the lives of the two people differ? <p>◆ A Picture of Success</p> <p>Make a web of the personal characteristics of a successful person. Ask students to do this individually and then get together as a class and develop one large web of characteristics. Example:</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>◆ Fitness Goal Setting</p> <p>Refer to results from the fitness-assessment tasks suggested for learning outcome S.2.5.A.3a. Have students set goals for developing their personal fitness and determine what helped or hindered their success.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Refer to BLM 5–7: Fitness Goal Setting.</p> </div>



TEACHER NOTES

When establishing class routines and/or student monitors, remind students of the importance of self-regulation and performing tasks without needing reminders or close supervision.

Explain that success is relative and that it is different for all people. Emphasize that success means striving to do one's best rather than being the best.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Teacher Assessment: Anecdotal Notes

Ask students to respond, in their journals, to the following sentence starters:

1. Some of my responsibilities are...
2. I do not need supervision and do not need to be told what to do related to...
3. I need supervision or need to be told what to do related to...
4. It is important to take responsibility for my own actions because...

Suggested Criterion:

Look for

- the student's ability to identify how self-regulation and being responsible lead to more personal success

◆ **Journal/Learning Log: Fitness Goal Setting**

Self-Assessment: Anecdotal Notes

Have students respond, in their fitness journals, to the following sentence starters:

1. It is important to do my best on each exercise because...
2. If I use the proper techniques I will improve...
3. Ways I can become more responsible for developing my personal fitness...
4. I know I need to be active every day because...

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.5.A.3 Identify the influence of self (e.g., personal goals, emotions...) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) on setting priorities and making responsible personal decisions (e.g., academic achievement, leisure activities...).</p>	<p>◆ Input Output</p> <p>Ask students to consider how they set priorities and make responsible personal decisions.</p> <p>Using an outline of a human figure, have students illustrate and label the various influences that occur within the person (e.g., values, religion, names of friends, interests), as well as outside influences (e.g., violence on television, peer pressure).</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> <p>SS: Identity, Culture, and Community</p>	<div data-bbox="797 604 1125 1010" data-label="Image"> </div> <p>◆ Influential Collage</p> <p>Have students create a collage of things and people that influence their decisions and priorities.</p> <p>◆ Decision Flower</p> <p>Provide students with a flower diagram, and have them list factors that influence a personal decision. In the centre of the flower, students list a decision they may have to make. On the petals, they write who or what influences their decision. On the stem, students list some of their core values. In the ground, they list what knowledge they use from their past experiences.</p> <div data-bbox="870 1503 1138 1860" data-label="Image"> </div>

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Commonly Accepted Values:

Values include

- honesty
- equity
- responsibility
- justice
- respect
- consideration
- commitment

For definitions of the above terms, see pages 112 and 113 of the Framework.

See the Character Counts! website: <<http://www.charactercounts.org>>.

Possible Influences on Decision Making:

- Self
 - personal values
 - feelings
- Social
 - role models
 - peers
 - media influences
- Family
 - values
 - support
 - beliefs
- Environment
 - available resources (money)

Sample Scenarios:

Example 1: You are home alone for an hour. Your parents have made the rule that you cannot have friends over when they are not home. Your friend Pat would like to come over and promises to leave before your parents come home.

Identify which influences would affect your decision.



◆ **Journal/Learning Log: Any Activity**

Teacher Assessment: Anecdotal Notes

Ask students to write, in their journals, about the most influential person in their lives or about one thing that influences much of what they do in their lives.

Suggested Criterion:

Look for

- the students’ ability to link their influences to goals and personal priorities

◆ **Paper and Pencil Task: All Activities**

Self-Assessment: Checklist

Have students make a T-Chart to list influences of self and others when setting priorities and making responsible personal decisions.

Self	Others

Suggested Criterion:

The student is able to list influences of self and others in personal decision making.

- Yes
- No

TEACHER NOTES (continued)

Example 2: Your parents have made it a rule that you are not permitted to play violent video or computer games. Your friend Kim wants you to come to his or her house to play a video game you know is very violent.

Identify which influences would affect your decision.



(continued)

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.4.5.A.3 *(continued)*

(continued)

◆ **Bag It**

Ask each student to bring to class three objects or pictures that symbolize how they make decisions or set priorities. Have students sit in a circle and share their objects with the class.

Objects might include: pictures of people, gifts received, letters, objects from nature, a wrist watch, and spiritual symbols.

◆ **Sharing Circle**

Have students sit in a circle around a flag, blanket, or towel. Select various items found in the school (e.g., a ruler, hockey puck, baseball, cassette tape, key, picture) and place them in the middle of the circle. Ask each student to select one item and share with the group a story (of a memorable event or experience from the past related to that item) that could influence making a decision or setting priorities for the future. When the speaker is finished telling a story, he or she places the item back in the centre. Remind students that they are not to interrupt the speaker and that all the stories must stay in the circle.

◆ **Word Search**

To familiarize students with the terminology used in this learning outcome, have students create a word search (e.g., using the Discovery School's Puzzlemaker website: <<http://www.puzzlemaker.com>>).

◆ **Role Models**

Have students choose a role model (e.g., sport hero, parent, grandparent, teacher, friend) and identify the key influences that this person has had on their lives or why they admire this person.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.5.B.1a Describe behaviours (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) that show respect for the rights and feelings of others.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ Respect Report</p> <p>Have students generate a list of characteristics that demonstrate respect for the rights and feelings of others. Ask students to record the characteristics in three columns, using the following headings: Look Like, Sounds Like, and Feels Like.</p> <p>◆ Rewards for Respect</p> <p>Ask the class to generate a list of rewards that would be applicable to everyone in the class (e.g., 20 minutes of a favourite activity, a longer recess, an extended outdoor period). Brainstorm for a list of behaviours that demonstrate respect for the rights and feelings of others. Label the list “Behaviours to Look For.”</p> <p>Give students some examples of behaviours that might generate a Respect Receipt (e.g., holding a door open for someone, picking up something that someone has dropped, listening attentively without interrupting, offering to help, being honest).</p> <p>◆ Rules of Respect</p> <p>Have each student write an acrostic with the word “Respect” (i.e., make each letter stand for a behaviour that exemplifies respect). Ask students to put their work on a poster and present it to the class.</p> <p>Example:</p> <ul style="list-style-type: none"> R Random acts of kindness E Everyone is equal and special in her or his own way S Say compliments to others P Politeness is the point E Encourage others C Compassion for others T Try to include everyone



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

As a classroom-management strategy, have students or the teacher write on self-adhesive notes instances when a student demonstrates respectful behaviour (this could be called a Respect Receipt). The observers write down what they saw and put the information into a container kept in the class or post it in a Behaviour Bank Book. When the container is full or a certain number of receipts have been issued, the class receives the reward.

Respect Receipt	
Behaviour I saw	_____
Person I saw do it	_____
Date	_____
My Name	_____

Ensure that the Respect Receipts are authentic and that students know examples of behaviours that could be recorded.



◆ **Paper and Pencil Task: Respect Report**

Teacher Assessment: Inventory

Ask students to list three behaviour characteristics for each category: Looks Like, Sounds Like, and Feels Like.

Suggested Criteria:

Look for evidence that the student

- describes behaviours from all three categories
- identifies behaviours that show respect for the rights and feelings of others

◆ **Observation: Rewards for Respect**

Self-Assessment: Checklist

Using the criteria from the “Behaviours to Look For” list, have students put a check mark beside the behaviours that they are able to demonstrate over a period of one month.

◆ **Performance Task: Rules of Respect**

Group Assessment: Checklist

Have students circulate around the room and fill out a checklist for a selected number of posters. Give each student a class list and ask them to check off whether the student has listed seven respectful behaviours. Give the student a check mark for listing seven rules of RESPECT and a number value if fewer than seven are listed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.5.B.1b Recognize the role of activities and events (e.g., games, sports, dances, social events, cultural events...) in getting to know and understand others of similar and different cultures.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ Cultural Diversity</p> <p>Discuss various characteristics that make a culture unique. Ask students to focus on activities and events that help us learn about a culture (e.g., stories, games, sports, dances, social events, cultural events).</p> <p>Ask students to work in pairs to study one culture, and teach the class about three activities or events from that culture. For example, if students were teaching about an Aboriginal culture, they might show the class an example of a hoop dance, teach the importance of a powwow for a cultural event, interview someone on the importance of a sweat lodge and how it relates to spirituality, and report findings to the class.</p> <p>◆ Stepping Out</p> <p>Take the class to an actual cultural event and have students write about their experience in a learning log.</p> <p>◆ Who Am I?</p> <p>Make a list of activities and events from one culture. Give students the clues one at a time and see who can guess the correct culture. The clues may be generated by the teacher or by students.</p> <p>Suggested Sentence Starters for Clues:</p> <ul style="list-style-type: none"> • I like to play... • Sometimes we... • Our family... • It is very important for our culture to... • We used to live... • My favourite food dish is... • A ceremony we go to is... <p>◆ Virtual Tour</p> <p>Have the class simulate an experience from a particular culture (e.g., digging Seneca root, walking a trap line). Have students develop a script to accompany the actions or illustrations. As the script is read, students can act out the words (e.g., putting boots on, gathering supplies).</p> <p>This learning activity can be done in several ways:</p> <ul style="list-style-type: none"> • Groups write the script and then mime the actions. • The teacher reads the script and all students act it out.

**TEACHER NOTES**

Plan special school events to promote multiculturalism. Make curricular connections with the various Grade 5 Social Studies topics or themes.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: All Activities**

Teacher Assessment: Frequency Index

Give students examples of activities and events and ask them to guess what culture they are from.

Suggested Criterion:

Look for

- the number of correct responses for each student

◆ Journal/Reflection: All Activities

Self-Assessment: Anecdotal Notes

Ask students to write, in their journals, about the role of activities and events in getting to know people from different cultures.

Have them answer the following questions:

1. Why are cultural activities and events significant to culture?
2. What have you learned about how some cultures are similar?
3. What is the most important thing you have learned about culture?

Suggested Criterion:

Look for

- the student's ability to recognize that although events and activities differ, the various cultures all promote the same core values (e.g., getting together to celebrate and have fun, spirituality, a sense of belonging and acceptance)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.5.B.2a Review verbal and non-verbal behaviours that help (e.g., listening, keeping secrets, smiling...) and hinder (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) communication for building positive relationships.</p> <div data-bbox="115 674 550 898" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p>◆ To Help or Not to Help</p> <p>Ask the class to generate a list of behaviours that help communication and behaviours that hinder communication. Have groups of students perform two skits, one to demonstrate verbal behaviours and one to demonstrate non-verbal behaviours.</p> <p>While watching the skits, have half the observers demonstrate helpful behaviours (e.g., listening, keeping secrets, smiling) and the other half demonstrate unhelpful behaviours (e.g., betraying loyalty, making fun of someone/something, not listening, interrupting, using inappropriate body language). Have all students observe the reactions of the performers and the audience throughout the activity and discuss their observations following the skits.</p> <p>◆ The DO Box</p> <p>Ask students to watch for someone demonstrating verbal and non-verbal behaviours that help communication and build positive relationships. Ask the observer to write his or her name on a slip of paper, record the date and time, describe what he or she saw, write the name of the student demonstrating the helpful behaviour, and place the note into a box. Empty the box at the end of each week and keep a checklist of who is observing (put an O beside their names) and who is demonstrating (put a D beside their names) the various skills. When any student receives three Ds or Os, add his or her name to a poster to be displayed in the room.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

During the skits, ensure that students do not use inappropriate language and that they replace any offensive word with a sound effect such as a “beep” used on some television shows.

Behaviours That Help and Hinder Communication	
Help	Hinder
Refraining from interrupting	Looking away
Making eye contact*	Fidgeting
Facing the speaker	Interrupting

* where culturally appropriate



◆ **Performance Task: To Help or Not to Help**

Group Assessment: Checklist

Ask the observers to record the verbal and non-verbal behaviours that they see the performing group demonstrate. At the end of all the skits, each person should have a list of non-verbal behaviours.

Ask students to exchange lists with another student and then highlight or circle only the behaviours that help build positive relationships.

◆ **Performance Task: The DO Box**

Teacher Assessment: Frequency Index

Use the list of Ds and Os to ensure that all students are able both to demonstrate and observe the various helpful communication skills.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.5.B.2b Identify qualities (e.g., honesty, support, reliability, common interests, loyalty, fairness...) that are important in establishing and maintaining a friendship.</p> <div data-bbox="110 533 550 825" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p></div>	<p>◆ There’s a New Kid in Town</p> <p>Discuss qualities that are important in establishing and maintaining friendships (e.g., honesty, support, reliability, common interests, loyalty, fairness). Ask students to imagine that a new student has just arrived at their school. The new student does not know anyone and seems quite nervous about coming to the school. Talk about how difficult it is to be the “new person.”</p> <p>Discuss other situations when it might be necessary to reach out to make new friends (e.g., joining a new sports team or club, changing friends because you no longer have the same things in common). Have groups of students role-play a situation to demonstrate how to establish a friendship and help make someone feel accepted.</p> <p>◆ Friend Foliage</p> <p>Ask students to create a collage shaped like a tree or plant to identify the qualities that help make and keep friends.</p> <p>◆ Recipe for a Friend</p> <p>Using the appropriate format, each student writes a creative recipe for a good friend.</p> <ul style="list-style-type: none">• What are the necessary ingredients?• How are they put together? <p>◆ Friend or Foe</p> <p>Ask students to read a book or view a video or television show that includes a dialogue or story between friends. In small groups, students discuss and identify the qualities that seemed important in establishing and/or maintaining a friendship in their particular example.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Characteristics of Successful Friendships:

- trust
- helpfulness
- communication
- loyalty
- caring
- honesty
- support
- reliability
- fairness
- shared interests
- acceptance
- companionship
- empathy
- active listening
- providing and receiving feedback
- conflict-resolution skills
- other



◆ **Observation: Any Activity**

Teacher Assessment: Inventory

Look for students’ ability to list qualities that are important in establishing and maintaining a friendship.

◆ **Performance Task: There’s a New Kid in Town**

Teacher Assessment: Scoring Rubric

Use a scoring rubric such as the following in observing students’ discussion and role-play.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • is able to identify and demonstrate many appropriate ways to establish and maintain friendships (e.g., honesty, support, reliability, common interests, loyalty, fairness)
2	<ul style="list-style-type: none"> • is able to identify and demonstrate some ways to establish and maintain friendships
1	<ul style="list-style-type: none"> • is unable to identify and demonstrate appropriate ways to establish and maintain friendships

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.5.B.3a Identify components (e.g., personal triggers, anger cues, hidden anger...) **of anger management and strategies** (e.g., be aware, back off, check out choices and consequences, decide and do...) **for self-control in different contexts.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Before You Know It**

Discuss various components of anger management and strategies for self-control. Use a chart with three columns, such as the following, to record the information.

Anger Management and Self-Control		
Looks Like	Sounds Like	Feels Like

◆ **On the Spot**

Ask students to work in pairs to write a scenario dealing with anger. Have all students put their scenarios into a box.

Ask each pair to take a scenario out of the box, read the situation aloud, and then role-play how they would use an anger-management strategy to solve the problem.

Sample Scenarios:

- Your parent will not let you go to a party.
- A good friend has cancelled an activity that you planned so that he or she can be with someone else.
- A class member has taken something of yours without asking and refuses to give it back.
- You have received a failing grade and you really think that your work is good.

◆ **Pictures of Anger**

Have students create a picture of anger using a variety of art supplies (e.g., clay, paper, newspapers, magazines, modelling paste). Show cues or components related to anger. Discuss the importance of dealing with anger before it gets out of control.

◆ **Control Check**

Discuss various strategies for gaining control of anger (e.g., relaxation, breathing exercises, checking out choices and consequences, being aware, practising assertiveness skills, negotiation, compromise). Discuss how to control anger in a variety of contexts (e.g., with parents, friends, teachers, relatives, others). Have students list a variety of situations where they would likely become angry and indicate some strategies they could use for managing anger. Ask them to put a check mark beside the situations that are the most difficult for them to deal with.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Anger Cues:

- increased body temperature
- tense muscles
- increased heart rate
- increased energy
- flushed face
- sweaty skin
- shaking
- other

Suggested Anger-Management Steps:

1. Feel yourself getting angry (cues).
2. Stop and calm down (relaxation techniques).
3. Think and use the decision-making model to choose what to do.
4. Act on the best solution or choose to “let it go.”

Suggested Anger-Management Strategies:

- Stop and calm down.
- Think about how to deal with the situation.
- Talk to the person.
- Write a letter to the person.
- Talk to a friend or family member.
- Accept that it is not worth dealing with and let it go.



◆ **Performance Task: Any Activity**

Teacher Assessment: Checklist

Assess whether the student is able to

- | | Yes | No |
|--|--------------------------|--------------------------|
| • identify components of anger management and identify anger-management strategies | <input type="checkbox"/> | <input type="checkbox"/> |
| • demonstrate the strategies and understand when and how to use them | <input type="checkbox"/> | <input type="checkbox"/> |

◆ **Observation: On the Spot**

Peer Assessment: Checklist

Have students observe each other’s role-play.

Suggested Criterion:

The student is able to identify an anger-management strategy and demonstrate how to use it properly in a role-play.

- Yes
- No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.5.B.3b Identify misunderstandings and/or miscommunications (e.g., portrayal of violence; ethnic, gender, and racial bias...) related to messages in the media that could cause or affect conflict.</p>	<p>◆ Media Watch</p> <p>Have students record incidents (e.g., from television, movies, newspapers, Internet) related to misunderstandings and/or miscommunications that lead to conflict. Record the incident details.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>SS: Power, Authority, and Decision Making</p> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p style="text-align: center;">Media Watch</p> <p>Date _____ Name _____</p> <p>Incident _____</p> <p>Media form (e.g., newspaper, television, Internet) _____</p> <p>How did the incident lead to conflict? _____</p> <p>How could conflict have been avoided? _____</p> <p>_____</p> </div> <p>◆ Doing Something about It</p> <p>Ask students to list what they can do about something in the media of which they do not approve (e.g., violent scenes, rudeness, disrespect, discrimination). List positive steps that they could take to express their dissatisfaction (e.g., send a letter, send an email, don't watch the show, write a letter to a newspaper editor). Ask each student to write a letter or an email message with regard to something they disapprove of in the media. Students may then decide whether they will mail their letter/message or keep it private.</p> <p>◆ Temper Tantrums</p> <p>Explain that there are many situations and incidents that could lead to conflict. Some result in conflict, while others are quickly resolved before they escalate. Some people are instantly demonstrative in their emotional outbursts and have a temper over a small incident, while others are patient and take a long time to become angry. Have students list situations that usually lead to conflict, share the responses with a partner, and then share the results with the rest of the class.</p> <p>Examples of Situations:</p> <ul style="list-style-type: none"> • losing your homework • breaking a game/toy • losing a friend



TEACHER NOTES

Ensure that students follow basic guidelines when listing incidents that could lead to conflict. Review general rules for brainstorming and class discussion prior to beginning the activities.

Suggested Guidelines:

- Do not use names.
- Treat all answers respectfully.
- Recognize that everyone will have a different tolerance level for conflict.
- List now, discuss later.
- Other

For topic-related resources, consult *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Self-Assessment: Anecdotal Notes

Ask students to reflect, in their journals, on what they have learned about misunderstandings and/or miscommunications related to messages in the media.

◆ **Paper and Pencil Task: Do Something about It**

Peer Assessment: Checklist

Have students give their letter/message to three peers and ask them to fill out a checklist such as the following.

Assessment Checklist

Name of Student _____

Assessed by _____

The student

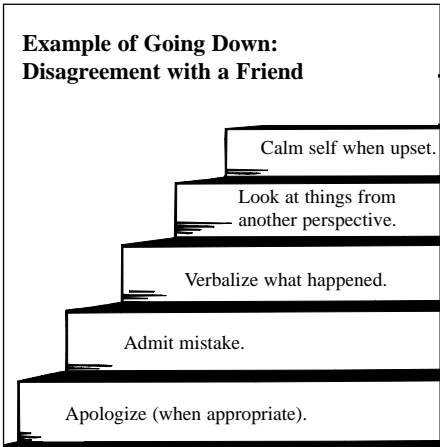
- clearly defined the purpose of the letter
- clearly stated the example that could cause or affect the conflict
- suggested alternative responses
- outlined what the writer wanted in response to the letter
- wrote a persuasive argument
- supported his or her opinion
- used proper letter-writing techniques

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.5.B.3c Show an understanding of the steps in a conflict-resolution process (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness) and conflict-resolution strategies (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) to negotiate disputes and de-escalate conflicts.</p>	<p>◆ Tips for Success</p> <p>Post two charts in the classroom, one titled “Process” and the other titled “Strategies.” Have students work in pairs to list what they know about the conflict-resolution process and about conflict-resolution strategies. Ask each group to put their responses on a piece of poster paper. Display all the information around the classroom.</p> <p>◆ Step by Step</p> <p>Determine the steps involved in the conflict-resolution process. Have the class agree on all the necessary components (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose the best option; evaluate for effectiveness). Have groups of students develop a role-play that demonstrates proper use of the conflict-resolution process.</p> <p>◆ Going Down</p> <p>Ask students to write a scenario about conflict and to identify at least three strategies they could use to decrease the level of conflict (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy). Create a large drawing of an escalator or staircase going down and have students write their strategy on an index card or a self-adhesive note and place it on the escalator.</p> <p>◆ What Are Your Anger Triggers?</p> <p>When students record, in their journals, incidents that made them angry, they could include an analysis:</p> <ul style="list-style-type: none"> • How well did they deal with their anger? • Is there anything they could do differently to improve their response if a similar situation were to arise?
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>SS: Power, Authority, and Decision Making</p>	



TEACHER NOTES

It is helpful to have students write down what they agree to do during a conflict-resolution process. Writing it down tends to make it more like a contract and students are more apt to adhere to the decision.



For topic-related resources, consult *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Teacher Assessment: Scoring Rubric

Have students write about a conflict they have had and how they used a process or strategy to de-escalate the situation.

Suggested Criteria:

Use the following rubric to assess students.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> thoroughly understands the steps involved in the conflict-resolution process accurately describes useful conflict-resolution strategies
2	<ul style="list-style-type: none"> has basic knowledge of the steps involved in the conflict-resolution process adequately describes conflict-resolution strategies
1	<ul style="list-style-type: none"> has unsatisfactory knowledge of the steps involved in the conflict-resolution process has difficulty describing conflict-resolution strategies

◆ **Performance Task: Step by Step**

Group Assessment: Checklist

Have another group of students fill out an assessment form for the performing group, using an assessment indicator.



Refer to BLM 5–10: Group-Assessment Form.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.5.B.4 Identify and assess strategies (e.g., using decision-making/problem-solving process, saying “no” assertively, walking away/staying away, using conflict-resolution skills...) **for preventing or avoiding uncomfortable or dangerous situations.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 1—Movement

GLO 2—Fitness Management

SC:

Cluster 1—Maintaining a Healthy Body

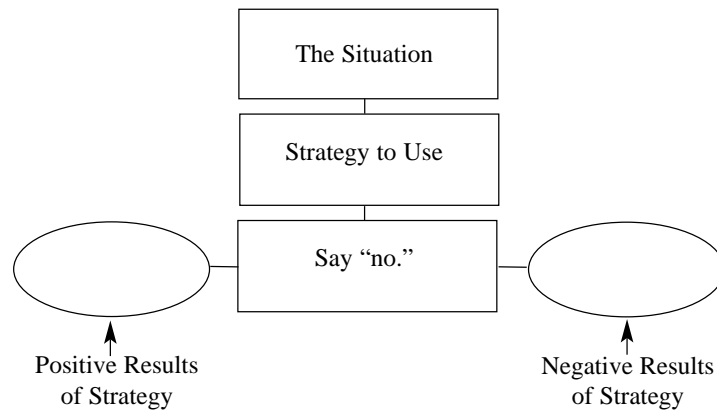
SUGGESTIONS FOR INSTRUCTION

◆ **A Map for Preventing Problems**

Have students map out examples of situations that could lead to danger and/or that would be uncomfortable:

- For each situation, they note a strategy that could help someone prevent or avoid the situation.
- For each strategy, they list the pros and cons.

Example:



Possible Situations:

- An older student approaches you to buy drugs.
- Someone driving by tells you to come to his or her car window to give directions.
- A friend asks you to steal something for him or her.
- Students want you to fight with someone.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Many different problem-solving and decision-making models exist. The following DECIDE model (suggested on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **D**efine the topic or issues.
- **E**xplore alternatives or options.
- **C**heck alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **I**dentify possible solutions.
- **D**ecide and take action.
- **E**valuate and revise.

◆ **Journal/Learning Log: A Map for Preventing Problems**

Teacher Assessment: Checklist

Have students write, in their journals, about how they would handle a variety of uncomfortable or dangerous situations.

Suggested Criteria:

The student is able to identify and assess at least three different strategies for dealing with uncomfortable or dangerous situations.

Yes

No



PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.5.A.1 Use a goal-setting process to set and monitor progress for a group goal (e.g., project work, gymnastic routine, prediction run...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement

SUGGESTIONS FOR INSTRUCTION

◆ **Match the Criteria**

Have students brainstorm for criteria to use when setting a group goal. Introduce the GOALS acrostic and discuss the criteria set out for developing individual or group goals.

Guiding Questions:

G General Goal—What is your goal?

O Organized Plan—How are you going to reach your goal?

A Assessment of Goal—Is your goal achievable/possible?

L Length—How long will it take you to reach/achieve your goal?

S Support/Help—Who or what will assist you to work towards attaining your goal?

Have students submit a monitoring sheet at several points throughout the process.

Monitoring Sheet

Group Names _____

Date _____

Goal _____


1. Is the group making progress in reaching their goal?
Explain. _____

2. How was the goal changed? _____

3. Explain why the change was necessary. _____



TEACHER NOTES



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Match the Criteria**

Group Assessment: Rating Scale

Once the group has attained their goal, have them rate their work using the following criteria.

Assessment of Group Goal Setting			
Criteria	Above Expectations	Meets Expectations	Below Expectations
G clearly stated the goal			
O outlined steps to achieve the goal			
A assessed the goal			
L revised the timeline/goal/plan as needed			
S provided support and monitored progress			




Refer to BLM 5–11: Goal Setting.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.</p> <div data-bbox="110 533 550 831" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 2—Fitness Management GLO 5—Healthy Lifestyle Practices SC: Cluster 1—Maintaining a Healthy Body</p></div>	<p>◆ One a Day</p> <p>Have each student develop a plan to be physically active and to make healthy living choices for each day of a given month. Each using a blank calendar, students record the activity or the healthy living choice they demonstrate each day. Alternatively, students may want to develop a computer-generated calendar, keying in the goal or priority for each day and then printing it.</p> <p>Variation: Have the class decide on one priority or goal for each day that promotes physical activity and healthy living choices. Incorporate the lesson into the daily classroom activities.</p> <p>Examples of Physical Activity Choices:</p> <ul style="list-style-type: none">• walk to school• skate• stretch• bike• swim• in-line skate• swim• skateboard• hike• participate in physical activity for at least 60 minutes each day• sustain heart rate in target heart-rate zone for at least 10 to 15 minutes <p>Examples of Healthy Living Choices:</p> <ul style="list-style-type: none">• eat five to ten servings of fruits and vegetables• drink six to eight glasses of water• wear a helmet when riding a bicycle• get plenty of rest (at least nine to ten hours a night)• reduce intake of sugar by limiting the amount of sweets consumed



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A small illustration of a sneaker with stripes, located in the bottom right corner of the large empty box.

◆ **Journal/Learning Log: One a Day**

Teacher Assessment: Anecdotal Notes

Have students keep a journal for a set period of time (e.g., a week, a month) discussing their physical activities and healthy food choices. Allow students time at the end of each day to reflect in their journals.

Suggested Criterion:

Look for

- evidence that the student was able to reflect on personal progress throughout the month

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.5.A.3 Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) **for getting along with others in making group decisions while participating in class activities.**

Curricular Connections
ELA:
 GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Interpersonal Skills**

During physical activities and classroom group activities, have students demonstrate interpersonal skills such as listening attentively, summarizing information, clarifying feelings, abstaining from put-downs, encouraging others, playing fairly, being inclusive, showing non-aggressive behaviour, and resisting negative influences.

◆ **Our Code**

Have students develop a scoring rubric related to interpersonal skills outlining the key behaviours for the various levels. During physical activities and classroom group activities, have each student fill out a self-assessment form on how well he or she demonstrated functional use of the behaviours identified in the rubric or code.

Example:

Scoring Rubric				
Behaviours	4 All the Time	3 Most of the Time	2 Sometimes	1 Rarely
• Refrain from making “put-down” comments.				
• Practise being a team player.				
• Play fairly.				
• Encourage teammates and opposition.				



TEACHER NOTES

Ensure that students and parents/guardians are informed of the assessment criteria before students are assessed or evaluated.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Interpersonal Skills**

Self-Assessment: Checklist/Anecdotal Notes

Throughout the year, during group activities or projects, have students self-assess their interpersonal skills, using the following chart.

Self-Assessment of Interpersonal Skills			
Name _____		Date _____	
Activity _____			
Assess your interpersonal skills by answering the following questions. If you answer “yes,” give an example of how you did it. If you answer “no,” describe what you could do to improve the skill.			
Interpersonal Skill	Yes	No	Comments
In this group activity/project, did I ...			
1. listen closely?	<input type="checkbox"/>	<input type="checkbox"/>	
2. summarize information?	<input type="checkbox"/>	<input type="checkbox"/>	
3. notice and respect feelings?	<input type="checkbox"/>	<input type="checkbox"/>	
4. refrain from making “put-down” comments?	<input type="checkbox"/>	<input type="checkbox"/>	
5. encourage others?	<input type="checkbox"/>	<input type="checkbox"/>	
6. play fairly?	<input type="checkbox"/>	<input type="checkbox"/>	
7. try to be inclusive?	<input type="checkbox"/>	<input type="checkbox"/>	
8. show non-aggressive behaviour?	<input type="checkbox"/>	<input type="checkbox"/>	
9. resist negative influences?	<input type="checkbox"/>	<input type="checkbox"/>	
10. complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.5.A.4 Demonstrate ways (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) to turn conflict into a win-win situation in different case scenarios (e.g., disagreement with a friend or classmate...).</p>	<p>◆ Winner’s Circle</p> <p>As conflict arises throughout the year, have students demonstrate different ways to achieve a win-win situation (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results).</p> <p>When a win-win situation is achieved, have students write a brief note on an index card about the process they used to achieve the desired outcome. Ask students to submit the card to the Winner’s Circle (e.g., a brightly coloured box or jar). The cards should be kept private but the teacher may want to reinforce the process that students used.</p> <p>Example of a Situation:</p> <p>You have been paired to do a project with a classmate with whom you have had previous conflicts. If your goal is to achieve a good mark, the process might be to agree to put aside past feelings and work cooperatively. This could include sharing responsibilities and assisting your partner with his or her portion of the project.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>SS: Power, Authority, and Decision Making</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Compromise—giving up something in order to come to an agreement.

Accommodate—adapting or adjusting to a situation or to someone else’s ideas or plans.

Reaching consensus—being able to determine a common solution or decision.

Win-win situation—a circumstance in which both or all parties are happy with an outcome or agreement.

◆ **Observation: Winner’s Circle**

Teacher Assessment: Checklist

Observe whether the student is able to demonstrate ways to turn conflict into a win-win situation in different case scenarios.

Yes

No





Personal and Social Management Outcomes: Grade 5



Knowledge

- K.4.5.A.1 Identify how one’s self-concept and feelings are affected by others** (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...).
- K.4.5.A.2a Identify ways of setting group goals** (e.g., by consensus, by arbitrary decision, by taking turns...) **for cooperative learning and team building.**
- K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one’s own actions** (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) **for personal success.**
- K.4.5.A.3 Identify the influence of self** (e.g., personal goals, emotions...) **and others** (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) **on setting priorities and making responsible personal decisions** (e.g., academic achievement, leisure activities...).
- K.4.5.B.1a Describe behaviours** (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) **that show respect for the rights and feelings of others.**
- K.4.5.B.1b Recognize the role of activities and events** (e.g., games, sports, dances, social events, cultural events...) **in getting to know and understand others of similar and different cultures.**
- K.4.5.B.2a Review verbal and non-verbal behaviours that help** (e.g., listening, keeping secrets, smiling...) **and hinder** (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) **communication for building positive relationships.**
- K.4.5.B.2b Identify qualities** (e.g., honesty, support, reliability, common interests, loyalty, fairness...) **that are important in establishing and maintaining a friendship.**
- K.4.5.B.3a Identify components** (e.g., personal triggers, anger cues, hidden anger...) **of anger management and strategies** (e.g., be aware, back off, check out choices and consequences, decide and do...) **for self-control in different contexts.**
- K.4.5.B.3b Identify misunderstandings and/or miscommunications** (e.g., portrayal of violence; ethnic, gender, and racial bias...) **related to messages in the media that could cause or affect conflict.**

Knowledge (continued)

- K.4.5.B.3c Show an understanding of the steps in a conflict-resolution process** (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness) **and conflict-resolution strategies** (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) **to negotiate disputes and de-escalate conflicts.**
- K.4.5.B.4 Identify and assess strategies** (e.g., using decision-making/problem-solving process, saying “no” assertively, walking away/staying away, using conflict-resolution skills...) **for preventing or avoiding uncomfortable or dangerous situations.**

Skills

- S.4.5.A.1 Use a goal-setting process to set and monitor progress for a group goal** (e.g., project work, gymnastic routine, prediction run...).
- S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.**
- S.4.5.A.3 Demonstrate functional use of interpersonal skills** (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) **for getting along with others in making group decisions while participating in class activities.**
- S.4.5.A.4 Demonstrate ways** (e.g., compromising, accommodating, reaching consensus, recognizing who holds the power/authority, developing an understanding of issues, forecasting positive long-term results...) **to turn conflict into a win-win situation in different case scenarios** (e.g., disagreement with a friend or classmate...).

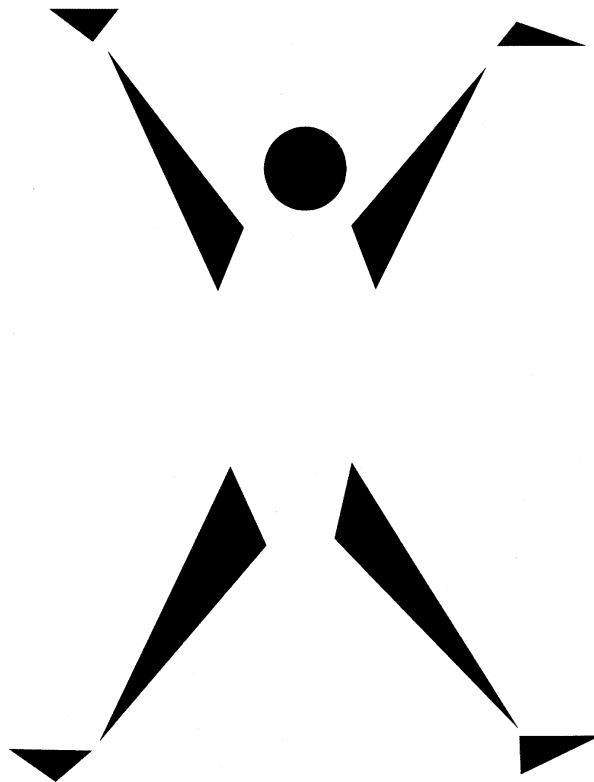
Attitude Indicators

- 4.1 Show a positive attitude toward learning, growth, and personal health.
- 4.2 Be sensitive to the needs and abilities of others.
- 4.3 Demonstrate personal responsibility in daily work and play.
- 4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.
- 4.5 Show a positive attitude toward change.
- 4.6 Enjoy participation and learning.

Grade 5

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.5.A.3 Examine dental hygiene practices and dental services (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions...) for the prevention of plaque buildup, bad breath, tooth decay, and/or dental disease.</p>	<p>◆ Mouth Model</p> <p>Have students build a clay model of the inside of their mouths. Ask them to show dental hygiene practices (e.g., brushing, flossing) that could be used to prevent plaque buildup, bad breath, tooth decay, and/or dental disease. Have them demonstrate the dental services (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions).</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> <p>MA: Statistics and Probability</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Dental Demo</p> <p>Have students research a dental hygiene practice or service. Ask them to demonstrate the procedure to the class and discuss how it prevents plaque buildup, bad breath, tooth decay, and/or dental disease.</p>
	<p>◆ Guest Speaker</p> <p>Invite a dental hygienist into the class to discuss the importance of dental hygiene practices and to demonstrate them. To encourage active listening, have students use the LAPS Frame (see <i>Success for All Learners</i> 6.54).</p> <p>◆ Dental Practices</p> <p>To determine current daily hygiene practices and available services in the community, have students develop a survey for younger students and/or parents to complete either in print or by interview. Results could be represented on appropriate graphs. Have students present survey results to the class, to the local parent advisory council, or at a health/science fair.</p>


TEACHER NOTES
Integration Link:

In Grade 5 Science (Cluster 1), help students make connections between healthy nutrition and dental health (e.g., limiting sweets in own diet, eating healthy foods).

For information and/or suggested learning resources related to dental health, consult

- Manitoba Dental Association
Telephone: 204-988-5300
- The Dental Zone website:
<<http://www.saveyoursmile.com>>


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: Mouth Model; Dental Demo

Teacher Assessment: Checklist

Have students write a brief description of a variety of dental practices and dental services, such as the following:

- cleaning
- brushing and flossing
- fillings
- fluoride treatment
- braces
- extractions
- root canals

Suggested Criterion:

The student is able to identify various dental hygiene practices and dental services.

- Yes
 No

◆ Questioning/Interview: Dental Practices

Teacher Assessment: Scoring Rubric

Investigations could be assessed using a student- or teacher-designed rubric that reflects the appropriate learning outcomes from mathematics and English language arts curricula.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.5.D.1 Distinguish between medicinal and non-medicinal substances and their appropriate use (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/puffers for asthma, EpiPens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SS:

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

◆ **Proper Use**

Brainstorm for different substances that people use to improve their health (e.g., prescription drugs, vitamins, EpiPens). Discuss the difference between medicinal substances and non-medicinal substances. Categorize the brainstormed list accordingly. Discuss the risks of inappropriate use.

◆ **Guest Speaker**

Invite an Aboriginal elder to speak to the class about the use of tobacco and the role it plays in Aboriginal traditions. To encourage active listening, have students use the LAPS Frame (see *Success for All Learners* 6.54).

◆ **Use or Lose**

Ask students to develop a chart for medicinal and non-medicinal substances, distinguishing between appropriate and inappropriate use.

Example:

Substance	Appropriate Use	Inappropriate Use
Vitamins	Take one a day to supplement diet.	Take excess amount (more than daily requirement), without doctor's direction.



TEACHER NOTES

The learning activities for this outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Discuss the following issues:

- the dangers of sharing medication
- the proper ways to discard medication
- the medicinal substances that are specific to culture
- the dangers of combining substances
- the hazards of using expired medication
- the dangers of overdosing
- the dangers of inappropriate use
- other



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Guest Speaker**

Teacher Assessment: Checklist

When using the LAPS Frame, look for evidence of understanding of substances and their various uses.

◆ **Paper and Pencil Task: Use or Lose**

Teacher Assessment: Scoring Rubric

Have students list medicinal substances and indicate how each is best used.

Suggested Criteria:

Use a scoring rubric to assess student understanding of the appropriate use of substances.

Scoring Rubric			
	3 All	2 Some	1 Few
The student			
<ul style="list-style-type: none"> • is able to list and describe appropriate use of identified substances 			

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.5.D.2 Describe effects and consequences of substance use (e.g., alcohol and tobacco, street drugs...) on body systems (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects fetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person’s behaviour and cause harmful physical effects and may cause death...).</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. MA: Statistics and Probability SC: Cluster 1—Maintaining a Healthy Body</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Hidden Harm**

Have students research effects and consequences of substances of their choice on the body systems. Have them prepare an oral presentation, a computer-generated presentation, or a poster to present information to the class.

Variation: Develop models of the body systems to show the effects of substances (e.g., alcohol, tobacco, street drugs) on the body.

◆ **Interviews**

Have students develop a research plan/questionnaire to interview a specific number of people who smoke and the same number of people who do not smoke, analyze responses, and draw conclusions. Consider integrating this learning activity with mathematics.

Sample Questions for Smokers:

- Are you concerned about the health risks of smoking?
- If the answer is “yes,” which risks concern you?
- Why did you start smoking?
- What do you like about smoking?
- Why do you continue to smoke?
- Would you recommend smoking to a young person?

Sample Questions for Non-smokers:

- Why do you think young people start smoking?
- Have you ever tried smoking? Why or why not?
- What keeps you from smoking?



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Every Manitoba school receives the *Manitoba Addictions Awareness Week: Resource Kit* each year. For more information, contact The Addictions Foundation of Manitoba Telephone: 204-944-6281 Website: <<http://www.afm.mb.ca>>.

Health Canada has information related to disease and conditions at the following website: <http://www.hc-sc.gc.ca/hppb/hepatitis_c/index.html>.

For information on fetal alcohol syndrome, see pages 13 to 100 of *Making the Right Choice: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum*, published by Frontier School Division Area 5 Office Norway House, MB R0B 1B0 Telephone: 204-359-6711 Fax: 204-359-6897

Also see *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* (Manitoba Education, Training and Youth).

For other topic-related resources, consult *Substance Abuse Prevention: A Bibliography, May 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.

Integration Link:

Teachers are encouraged to check the Grade 5 Science curriculum to make curricular connections where possible.

◆ **Paper and Pencil Task: Hidden Harm**

Teacher Assessment: Checklist

Have students describe the effects and consequences of substance abuse on body systems.

Suggested Criterion:

The student is able to list the effects and consequences of abuse of selected substances.

Yes

No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse (e.g., dares from friends; pressure to belong to a group; attractive portrayals through advertisements/television/videos; family/cultural/religious values; peer pressure from groups and gangs; alcoholics or smokers in the family...).</p>	<p>◆ Four Squares of Influence</p> <p>Have students fold a blank piece of paper into four equal parts and label the four parts: peers, culture, media, and social factors. Have groups of students identify the influences related to substance use and abuse from each category.</p> <p>◆ Media Search</p> <p>Ask each student to bring to class (or provide students with) advertisements related to substance use and abuse. Discuss examples of television shows or movies students may have seen that show substance use and abuse. Have a class discussion related to how the media try to influence people.</p> <p>◆ Write All about It</p> <p>Have students write, in their journals, about positive and negative situations they have observed or experienced related to pressure to use substances.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on fetal alcohol syndrome, see pages 13 to 100 of *Making the Right Choice: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum* (Thordarson and Braun), published by Frontier School Division Area 5 Office Norway House, MB R0B 1B0 Telephone: 204-359-6711 Fax: 204-359-6897

Also see *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* (Manitoba Education, Training and Youth).



◆ **Journal/Learning Log: All Activities**


Teacher Assessment: Inventory

Have students discuss how they and/or others are influenced by culture, peers, the media, and social factors.

Suggested Criteria:

Observe whether the student is able to identify the following influences on self and/or others related to substance use and abuse:

- peers
- culture
- media
- social factors

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.5.E.1a Describe the structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...).</p>	<p>◆ Labels</p> <p>Using overhead transparencies, review the male and female reproductive systems. Have students label diagrams of the male and female reproductive systems.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p> Refer to BLMs G–10 (a–d): Reproductive System Diagrams.</p>
	<p>◆ Term Search</p> <p>List various terms related to the structure and function of the human reproductive and endocrine systems. Have students use dictionaries or Appendix I: Glossary to define the terms and share the information with a partner. Ask each pair to design a crossword puzzle or a word-search to give to other groups. Refer to Appendix I: Glossary for definitions of terms related to human sexuality.</p>
	<p>◆ View and Review</p> <p>After students have watched a video or other appropriate materials related to the reproductive and endocrine systems, have students complete a questionnaire to help them understand the structure and function of the systems.</p>



TEACHER NOTES

The learning activities for this outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

For more information, see Planning for Potentially Sensitive Content in the Overview of this document.

Decisions regarding the use of the Reproductive System Diagrams are to be made at the local school/division/district level.

The Health Promotion Unit of the Government of Yukon has developed *Choices and Changes* (Evans, Wackett, and Turner), a sexual health education program about healthy relationships, puberty, sexuality and the media, contraception, sexually transmitted diseases, abuse, gender roles, personal space, and sexuality. The *Choices and Changes* program can be downloaded from <http://www.yukonhealth.com/>.

Copies of *Choices and Changes* can be borrowed at no cost from Canadian Public Health Association—Canadian HIV/AIDS Clearinghouse
1565 Carling Avenue, Suite 400
Ottawa, ON K1Z 8R1
Toll free: 1-877-999-7740
Telephone: 613-725-3434
Fax: 613-725-1205
Email: aidssida@cpha.ca
Website:
<http://www.clearinghouse.cpha.ca>



SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: Labels**

Teacher Assessment: Inventory

Have students label diagrams of the male and female reproductive systems.



Refer to BLM G–10 (a–d): Reproductive System Diagrams.

Suggested Criterion:

Look for

- number of correct responses

TEACHER NOTES (*continued*)

For lesson plans on puberty, see The Society of Obstetricians and Gynaecologists of Canada website: <http://www.sexualityandu.ca>.

See Appendix I: Glossary for definitions of terms related to human sexuality.

See also *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*, produced by The Planned Parenthood Federation of Canada <http://www.ppfca.ca>.

For other topic-related resources, consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <http://libinfo.merlin.mb.ca/publications>.

Contact a local public health nurse or health authority for additional information.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 5—Celebrate and build community.

PE/HE:

GLO 3—Safety

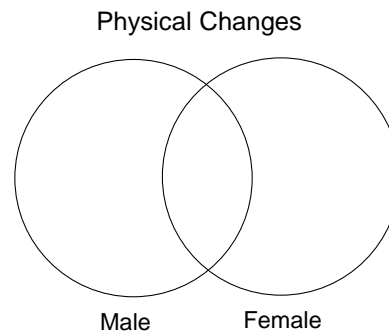
SC:

Cluster 1—Maintaining a Healthy Body

SUGGESTIONS FOR INSTRUCTION

◆ **Puberty Profile**

As a class, discuss the question, “What is puberty?” Write ideas on chart paper. Make a list of physical changes associated with puberty (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products). In groups, students can use a Venn diagram to compare the changes that occur in males, females, and both sexes.



◆ **Personal Hygiene**

Discuss the importance of personal hygiene practices (e.g., using deodorant, using sanitary products, bathing/showering regularly, changing clothing and bed linens).

◆ **Change Categories**

Have students identify physical changes associated with puberty that happen only to females, those that happen only to males, and those that occur in both. Have students classify the changes with the appropriate letters:

B = a change for both males and females

M = a change for males only

F = a change for females only

Have students complete BLM 5–12 on their own and then discuss their answers with a partner. Discuss students’ answers as a class.



Refer to BLM 5–12: Puberty Changes.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The learning activities for this outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Puberty represents a period of time when the bodies of males and females develop and become fertile. The changes of puberty include social-emotional changes, physical growth and development, and sexual development:

- **Social-emotional changes** are related to interpersonal relationships and personal emotions.
- **Primary growth changes** are related specifically to male and female reproductive systems and development of the genitals.
- **Secondary growth changes** (e.g., growth of pubic hair, growth of facial hair for males, widening of the hips for females) occur in both males and females.

To assist with this learning outcome, look for videos, kits, and other resources available from public health organizations.

Also consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Checklist

Have students list changes that a male experiences during puberty, changes that a female experiences, and changes that occur in both sexes.

Suggested Criterion:

The student is able to list changes for each of the three categories.

- Yes
 No

◆ **Journal/Learning Log: Puberty Profile**

Teacher Assessment: Checklist

Ask students to respond, in their journals, to the following questions:

1. What is puberty?
2. What hygiene practices are necessary during puberty?

Suggested Criteria:

The student is able to

- list changes associated with puberty
 discuss the importance of personal hygiene practices

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.5.E.1c Describe how heredity (e.g., chromosomes, DNA...) influences growth and characteristics that contribute to personal identity (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...).</p>	<p>◆ Identity Markers</p> <p>Ask students:</p> <p>“Did you know that your genes determine whether or not you possess certain physical traits? Well, they do. It’s your genes that make you blue-eyed or brown-eyed, and determine whether you have brown hair or blond hair. These traits are highly complex and involve the interaction of many genes. However, several traits are determined by only one gene. If you have the gene, then you have the trait.”</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> <p>MA: Statistics and Probability</p> </div>	<p>Examples of Hereditary Traits:</p> <ul style="list-style-type: none"> • Tongue Rolling: Can you roll your tongue into a U-shape? Try it. If you can, then you possess the dominant gene. If you can’t, then you have two recessive genes. • Attached Earlobes: Have a partner examine your earlobes. If they hang free at the bottom, you have the dominant gene. If they are attached, you have the recessive gene. • Interlocking Fingers: Fold your hands together by interlocking your fingers. Which thumb is on top? If the left is on top, you have the dominant gene. If the right is on top, you have the recessive gene. • Dimples: Dimples indicate a dominant gene. • Freckles: Freckles indicate a dominant gene. • Widow’s Peak: A hairline shaped in a downward “V” indicates a dominant gene.

**TEACHER NOTES**

Treat this learning outcome with sensitivity, as some students may not know their birth parents or may be adopted.

Humans have 23 pairs of chromosomes—the mother supplies 23 chromosomes to the ovum and the father supplies 23 chromosomes to the sperm. A gene carries information about a trait (e.g., eye colour). The nature of the trait is determined by one gene from each of the two chromosomes.

The father has the chromosome that determines the sex of a baby.

Integration Link:

Students can investigate to compare the incidence of the genetic markers, representing findings on graphs.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: Identity Markers**

Teacher Assessment: Anecdotal Notes

Ask students to describe how heredity influences growth and characteristics that contribute to personal identity.

Suggested Criterion:

The student

- is able to describe how a person inherits various genetic characteristics from each of the birth parents

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.5.E.2 Identify the social-emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 5—Healthy Lifestyle Practices (K.5.5.E.1b)

SC:

Cluster 1—Maintaining a Healthy Body

SUGGESTIONS FOR INSTRUCTION

◆ **Mood Swings**

Discuss social-emotional changes associated with puberty:

- sexual attraction/sex drive
- mood swings
- insecurities
- looking for acceptance from others
- trying to conform with peers
- the need to make more personal decisions

Have students develop a list of social-emotional problems, with the help of a family member.



Use BLM 5–12: Puberty Changes to identify various changes for both sexes.

◆ **Interview: Talking about Changes**

Using the Talking about Changes questionnaire, have students interview one adult to discuss issues related to puberty.



Refer to BLM 5–13: Talking about Changes Interview.

☐ K.5.5.E.3a Identify influences (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) **on sexuality and gender roles.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 5—Celebrate and build community.

SC:

Cluster 1—Maintaining a Healthy Body

◆ **Influential Images**

Discuss the term “stereotype” with respect to current media images of males and females. Ask students to bring to class names or pictures of the “stereotypical” female and male.

Explain the characteristics each person has to make him or her a stereotypical male or female. On the following day, have students bring pictures or names of female and male figures who are the opposite of the stereotypical male and female. List what characteristics each person has to make him or her a non-stereotypical male or female.

◆ **Media Messages**

Ask students to brainstorm the messages that the media send young people with respect to sexuality and gender roles. Have students record specific media messages they see and hear on television advertisements or read in magazine advertisements. Discuss students’ observations and reactions to the media messages.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Many social-emotional changes occur in both males and females throughout puberty. Puberty can be a time of great stress and insecurity because the individual experiences so many bodily changes. Moods often shift quickly and unpredictably. At times, students will shift from mature behaviour to childish behaviour. Relationships with parents are also often strained as students assert their independence. Encourage students to talk to a trusted adult or friend about what they are experiencing. Keeping a journal is also a useful tool to use for self-expression.

Teachers are encouraged to review or teach the proper techniques for the interview process.

◆ **Journal/Learning Log: Mood Swings**

Teacher Assessment: Anecdotal Notes

Have students write, in their journals, about three social-emotional changes associated with puberty. Ask them to discuss ways in which these changes may personally affect them.

Suggested Criterion:

The student

- is able to identify three social-emotional changes associated with puberty

Treat this topic with sensitivity, showing consideration of others at all times.

A **stereotype** is a generalization about the way a group of people looks, acts, or behaves.

It is important to allow students to form their own opinions on what kinds of messages the media send to youth.

◆ **Observation: Influential Images**

Teacher Assessment: Checklist

Observe whether the student is able to identify key influences on sexuality and gender roles.

- Yes
- No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions).</p> <div data-bbox="110 535 548 945" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 5—Healthy Lifestyle Practices (K.5.5.E.3a)</p> <p>SS: Identity, Culture, and Community Historical Connections</p> </div>	<p>◆ Tree of Culture</p> <p>Discuss definitions/examples of sexuality and gender roles, and the cultural influences that affect sexuality and gender roles. Have students fill out a Tree of Culture individually, each branch representing a specific cultural influence. Emphasize that every tree will be different.</p> <p>◆ Cultural Comparison</p> <p>After discussing how social and cultural influences affect sexuality and gender roles (e.g., mother/father, male-/female-oriented jobs, clothing/fashion), have students choose three different cultures to research. Ask them to determine similarities and differences regarding sexuality and gender roles. Have each group present their research to the class. Have the class members keep a running list of different cultural and social influences affecting sexuality and gender roles.</p>
<p>☐ K.5.5.E.3c Identify the responsibilities (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) associated with physical, social, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...).</p> <div data-bbox="110 1543 548 1879" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 3—Safety</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ My Responsibilities</p> <p>Have students list their personal responsibilities associated with physical, social, and emotional changes that occur during puberty. Ask students to create a cartoon strip to represent key responsibilities associated with physical, social, and emotional changes that occur during puberty. The cartoon should explain how to deal with (any number of) changes during puberty.</p> <p>◆ Guest Speaker</p> <p>Invite a guest speaker (e.g., public health nurse, actor, parents, counsellor) to outline the responsibilities associated with physical, social, and emotional changes experienced during puberty. Invite parents/guardians to attend and/or have students write a report to share with parents/guardians.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Not all families/cultures value the same things. It is important to respect differences and to celebrate diversity.

Treat this topic with sensitivity. To neutralize the topic or make it less personal, choose stories or books about how social and cultural influences affect sexuality and gender roles.

For topic-related resources, consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.

◆ **Observation: Cultural Comparison**

Teacher Assessment: Checklist

Investigations could be assessed using a student- or teacher-made checklist that reflects appropriate learning outcomes from the English language arts and social studies curricula.

Teachers are encouraged to involve parents, families, and communities, where possible.

◆ **Journal/Learning Log: My Responsibilities**

Self-Assessment: Checklist

Ask students to discuss their personal responsibilities related to the changes that occur during puberty.

Suggested Criterion:

The student is able to identify responsibilities associated with physical, social, and emotional changes during puberty.

Yes

No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.5.E.4a Identify characteristics (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) and effects of HIV and AIDS on the immune system (e.g., destroys specific white cells...).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SC: Cluster 1—Maintaining a Healthy Body</p>	<p>◆ Facts Only</p> <p>Provide students with a variety of pamphlets, brochures, articles, and any other appropriate resources about HIV and AIDS. Alternatively, have students read a book or view a video on HIV/AIDS. Ask each student to list facts about HIV/AIDS using the various resources. Have students share their facts with a group of four, combine their lists, and then present their information to the class. Create one comprehensive list from all the groups.</p> <p>◆ Ask the Expert</p> <p>Invite a medical specialist to talk to the class about characteristics and effects of HIV/AIDS on the immune system.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For additional information, check the websites of

- Health Canada:
<<http://www.hc-sc.gc.ca>>
- Canadian Public Health Association—Canadian HIV/AIDS Clearinghouse:
<<http://www.clearinghouse.cpha.ca>>

HIV is transmitted through

- unprotected sex with an infected partner
- needle sharing (e.g., illegal drug use, ear piercing, tattooing)
- infected mother to fetus
- infected breast milk

Contracting hepatitis C is also a danger through transmission of body fluids in practices such as ear piercing and tattooing.

Ear piercing and tattooing should only be done in certified establishments. It is best to check with a local public health office to find certified establishments.

For topic-related resources, consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.

◆ **Questioning: Facts Only**

Teacher Assessment: Inventory

Read a variety of statements about HIV/AIDS and have students hold up a card to indicate whether each statement is true or false.

Examples of True Statements:

- HIV/AIDS can be passed from one person to another during sexual intercourse.
- Pregnant women can pass the HIV/AIDS virus to their unborn children.
- AIDS stands for acquired immune deficiency syndrome.
- The HIV/AIDS virus makes the immune system weak.
- At the present time, there is no cure for AIDS.

Examples of False Statements:

- You can get HIV/AIDS from using a public toilet.
- Mostly men get HIV/AIDS.
- The only way to get HIV/AIDS is by having sex.
- You can get HIV/AIDS by donating your blood.

Suggested Criterion:

Look for

- the number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>□ S.5.5.A.4 Apply strategies (i.e., using the decision-making model, practising saying “no,” walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) in different case scenarios.</p> <div data-bbox="115 674 550 1024" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 3—Safety GLO 4—Personal and Social Management (K.4.5.A.2b, K.4.5.A.3)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Real-Life Practice</p> <p>Have students work in groups to develop a role-play, a dramatic skit, or a written script that demonstrates the use of strategies (e.g., using a decision-making/problem-solving model, saying “no,” being assertive, getting help from an adult) for preventing or avoiding substance use and abuse. Encourage students to seek current statistical information related to their case scenarios.</p> <p>Suggested Role-Play Situations:</p> <ul style="list-style-type: none"> • You are feeling very sick at school and a friend encourages you to use his or her medication. • A friend tells you that you could improve your performance on the team by 60% if you took a steroid that he or she assures you is safe. • You are offered a beer at a friend’s house when the parents are not home. • Your best friend offers you a cigarette. • Your friend tells you to sniff gas to experience the “high of your life.”
<p>□ S.5.5.A.5 Apply a decision-making process in case scenarios related to issues associated with puberty (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...).</p> <div data-bbox="115 1566 550 1896" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.5.B.4, S.4.5.A.2)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Real-Life Practice</p> <p>Have students work in groups of four to develop a role-play, a dramatic skit, or a written script that demonstrates the use of the decision-making process in case scenarios associated with puberty.</p> <p>Sample Situations:</p> <ul style="list-style-type: none"> • Your friend is feeling worried because he or she has not yet shown any signs of starting puberty. • You want to let someone know that you find him or her very attractive. • Three people in your class are constantly teasing you about how small you are. • You are changing for physical education class and your classmates are making fun of someone in your class who is more developed physically.



TEACHER NOTES

Resistance Strategies:

- Change the subject.
- Give alternatives.
- Give reasons.
- Use humour.
- Say “no” consistently.
- Leave.

For information on fetal alcohol syndrome, see

- *Making the Right Choice: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum* (Thordarson and Braun 13–100)
- *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* (Manitoba Education, Training and Youth)

For other resources, consult *Substance Abuse Prevention: A Bibliography, May 2002*, available from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Real-Life Practice**

Teacher Assessment: Checklist

Observe students for effective use of decision-making/problem-solving strategies in their role-play, skit, or script.

Suggested Criteria:

1. The student is able to demonstrate the use of decision-making/problem-solving strategies in case scenarios that focus on avoiding substance use and abuse.
 - Yes
 - No
2. The student uses some research data, if applicable, in the presentation.
 - Yes
 - No
 - N/A

TEACHER NOTES (continued)

Community Link:

Have students explore local health issues and examine statistical data, support and services applicable to their community or region, and prevention strategies.



Many different problem-solving and decision-making models exist. The following DECIDE model (suggested on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **Define** the topic or issues.
- **Explore** alternatives or options.
- **Check** alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **Identify** possible solutions.
- **Decide** and take action.
- **Evaluate** and revise.



◆ **Observation: Real-Life Practice**

Teacher Assessment: Rating Scale

Observe students for the proper application of the decision-making process in case scenarios related to issues associated with puberty.

Rating Scale					
	4	3	2	1	0
The student	Always	Frequently	Sometimes	Rarely	Never
<ul style="list-style-type: none"> • is able to apply the decision-making process 					

Healthy Lifestyle Practices Outcomes: Grade 5

Knowledge

- K.5.5.A.3 Examine dental hygiene practices and dental services** (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions...) **for the prevention of plaque buildup, bad breath, tooth decay, and/or dental disease.**
- K.5.5.D.1 Distinguish between medicinal and non-medicinal substances and their appropriate use** (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/puffers for asthma, EpiPens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement...).
- K.5.5.D.2 Describe effects and consequences of substance use** (e.g., alcohol and tobacco, street drugs...) **on body systems** (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects fetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person’s behaviour and cause harmful physical effects and may cause death...).
- K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse** (e.g., dares from friends; pressure to belong to a group; attractive portrayals through advertisements/television/videos; family/cultural/religious values; peer pressure from groups and gangs; alcoholics or smokers in the family...).
- K.5.5.E.1a Describe the structure and function of the reproductive and endocrine systems of human beings** (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...).
- K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices** (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...).
- K.5.5.E.1c Describe how heredity** (e.g., chromosomes, DNA...) **influences growth and characteristics that contribute to personal identity** (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...).
- K.5.5.E.2 Identify the social-emotional changes associated with puberty** (e.g., sexual attraction, fluctuation of moods, insecurities...).

Knowledge (continued)

- K.5.5.E.3a Identify influences** (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) **on sexuality and gender roles.**
- K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles** (i.e., similarities and differences, such as cultural rituals and traditions).
- K.5.5.E.3c Identify the responsibilities** (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) **associated with physical, social, and emotional changes during puberty** (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...).
- K.5.5.E.4a Identify characteristics** (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) **and effects of HIV and AIDS on the immune system** (e.g., destroys specific white cells...).

Skills

- S.5.5.A.4 Apply strategies** (i.e., using the decision-making model, practising saying “no,” walking away, getting help from a safe adult) **for preventing or avoiding substance use and abuse** (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) **in different case scenarios.**
- S.5.5.A.5 Apply a decision-making process in case scenarios related to issues associated with puberty** (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...).

Attitude Indicators

- 5.1 Appreciate and value the benefits of healthy lifestyle practices for a healthy body.
- 5.2 Appreciate the importance of making health-enhancing decisions in daily living.
- 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships.



Grade 5

Blackline Masters



-
- BLM 5–1: Self-Assessment of Movement Skills
 - BLM 5–2: Design a Routine Checklist
 - BLM 5–3: Body Sculpture Cards
 - BLM 5–4: Static Shape Cards
 - BLM 5–5: Personal Record Sheet
 - BLM 5–6: Create a Workout
 - BLM 5–7: Fitness Goal Setting
 - BLM 5–8: Fitness Goal Factors
 - BLM 5–9: Why I Participate
 - BLM 5–10: Group-Assessment Form
 - BLM 5–11: Goal Setting
 - BLM 5–12: Puberty Changes
 - BLM 5–13: Talking about Changes Interview

K.1.5.A.1

Self-Assessment of Movement Skills



Name _____ Class _____ Date _____

Rating Scale: 3 = Mature 2 = Developing 1 = Beginning

A. Please circle the number that best represents your skills/performance in group activities.

Skills/Performance	Rating		
1. Running	3	2	1
2. Jumping	3	2	1
3. Hopping	3	2	1
4. Galloping	3	2	1
5. Skipping	3	2	1
6. Rolling	3	2	1
7. Underhand Throwing	3	2	1
8. Overhand Throwing	3	2	1
9. Striking	3	2	1
10. Kicking	3	2	1
11. Catching	3	2	1
12. Bouncing	3	2	1
13. Static Balance	3	2	1
14. Dynamic Balance	3	2	1

B. Complete the following unfinished sentences:

1. My two greatest strengths from the above list are:

a. _____ b. _____

2. Two skills I have to work on from the above list are:

a. _____ b. _____



K.1.5.B.3a
S.1.5.D.1

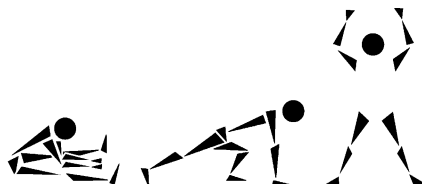
Design a Routine Checklist



Name(s) _____ Style of Routine _____
Date _____

Create a routine by yourself or with others. Include the following components in your routine.

Components	Student Checklist	Teacher Checklist
A beginning pose (hold for three seconds)	<input type="checkbox"/>	<input type="checkbox"/>
Two changes of level (low, medium, high)	<input type="checkbox"/>	<input type="checkbox"/>
Two changes in direction (forwards, backwards, sideways)	<input type="checkbox"/>	<input type="checkbox"/>
Two changes of pathways (straight, zigzag, curved)	<input type="checkbox"/>	<input type="checkbox"/>
An ending pose (hold for three seconds)	<input type="checkbox"/>	<input type="checkbox"/>

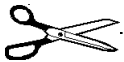


K.1.5.B.3b

Body Sculpture Cards



Flex Right Elbow	Flex Right Knee	Flex Left Elbow	Flex Left Knee	Flex Right Elbow and Left Knee
Flex Left Elbow and Right Knee	Flex Right Knee and Right Elbow	Flex Left Knee and Left Elbow	Flex Right Hip	Flex Left Hip
Rotate Left Hip	Rotate Trunk	Flex Trunk	Flex Right Elbow, Left Hip, and Left Knee	Flex Left Elbow, Right Hip, and Right Knee
Flex Right Hip and Right Knee	Flex Left Hip and Left Knee	Rotate Right Shoulder	Rotate Left Shoulder	Rotate Right Hip



S.1.5.A.3
S.1.6.D.2

Static Shape Cards



Individual Static Balance Positions

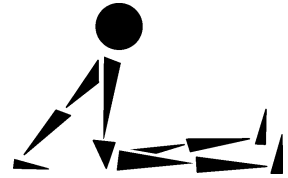
Stork Stand



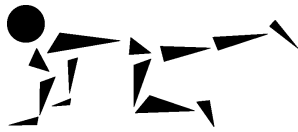
Squat



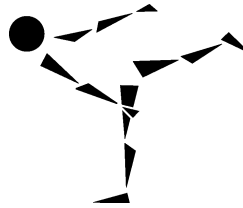
Pike



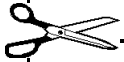
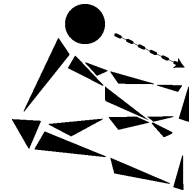
Knee Scale



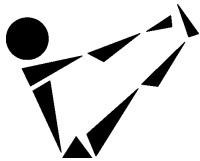
Front Scale



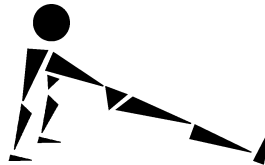
Straddle Sit



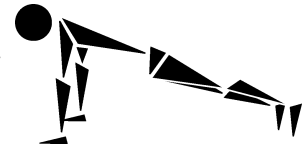
V-Sit



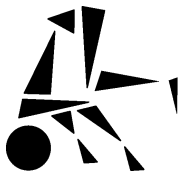
Rear Support



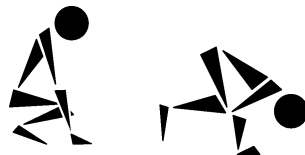
Front Support



Tripod



Frog Balance



Headstand

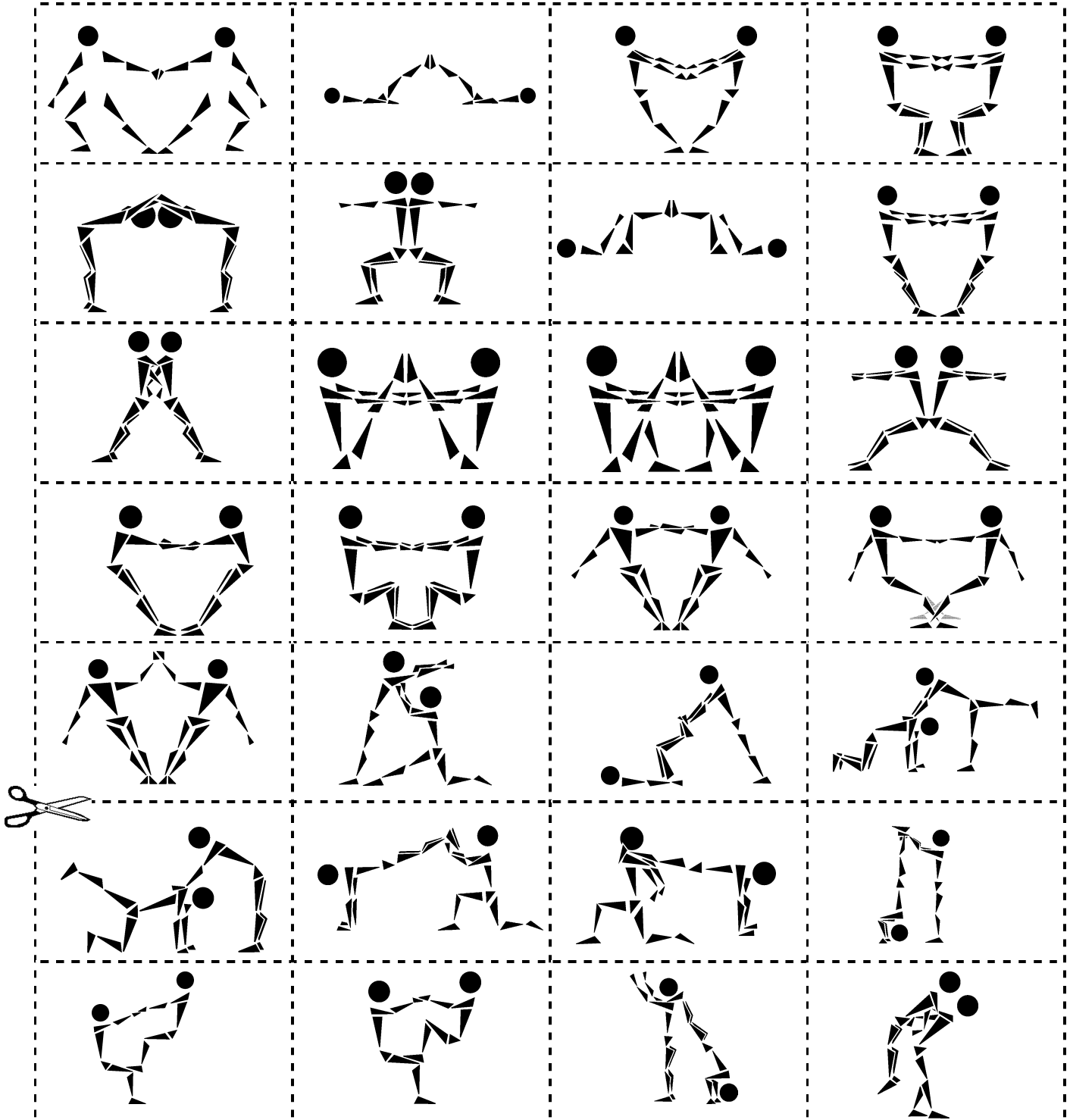


S.1.5.A.3
S.1.6.D.2

Static Shape Cards



Partner Balance Positions



K.2.5.A.1
 S.2.5.A.3a
 S.2.5.A.3b

Personal Record Sheet



Name _____ Class _____ Date _____

Part 1: Complete the following chart.

Fitness Task/Test	Health-Related Fitness Component	Term 1	Goal	Term 2	Goal	Term 3

Part 2: For a set period of time, keep a record of how many minutes you are physically active each day, participating in moderate and vigorous physical activity. Based on this information, indicate on the following chart whether you met (M) or have not yet (NY) met the recommended time. This time can be accumulated throughout the day or all at once.

Term/Date	At Least 60 Minutes of Moderate Physical Activity*	At Least 30 Minutes of Vigorous Physical Activity*

* Based on *Canada's Physical Activity Guide for Youth* (Health Canada).

Part 3: Identify the health-related fitness components, your goal(s), and an example of a physical activity/exercise you will do to help you improve in each area.

Health-Related Fitness Component	Goal	Exercise to Improve



K.2.5.A.1

Create a Workout



Group Names _____

Class _____
 Date _____

Workout Examples:

Warm-up Activities	marching on the spot, toe taps, side steps
Muscular Endurance/Strength Activities	push-ups, curl-ups, vertical jumps
Cardiovascular Activities	aerobic moves, jumping jacks, jogging
Cool-down Activities	walk and breathe
Flexibility Activities	stretches, sit and reach

In your group, have each member write out an exercise/activity for each workout component. Then, as a group, perform the workout.

Workout Component	Student Name	Activity
Warm-up Activities (5 minutes)		
Muscular Endurance/Strength Activities (5 to 10 minutes)		
Cardiovascular Activities (12 to 15 minutes in the target heart-rate zone)		
Cool-down Activities (5 to 10 minutes)		
Flexibility Activities		
How did you work as a group?	1 2 3 4 5 6 7 8 9 10	
	Not at all ←————→ Completely	



K.2.5.C.2
S.2.5.A.3b
K.4.5.A.2b

Fitness Goal Setting



Name _____ Class _____ Date _____

Use BLM 5-5: Personal Record Sheet to identify your fitness goals. Goals should be attainable and meaningful to you. Use the questions below to help you develop a plan for achieving your goals. Revise your goals and plan regularly.

Goal(s)	Steps or strategies that will help me attain my goal(s)	Was I able to achieve my goal(s)?	What did I do that helped me achieve my goal(s)?	What stopped me from being successful?

1. What have I learned from my fitness plan? _____

2. My fitness level is (check one): improving staying the same decreasing

3. I'm proud of _____

because _____



K.2.5.C.2
K.2.6.C.2

Fitness Goal Factors



Name _____ Class _____ Date _____

Using a rating scale of 0 to 3, indicate how much each of the following goal factors has helped you to meet your fitness goal.

Goal Factors	3 Great Effect	2 Some Effect	1 Little Effect	0 No Effect
Planning				
Regular Participation				
Effort				
Motivation				
Commitment				
Regular Monitoring				
Adequate Information				



Why I Participate



Name _____ Class _____ Date _____

Identify five of your favourite physical activities and check all the factors that make you want to participate. Add other reasons, if desired.

My Five Favourite Physical Activities	Factors That Motivate Participation	
	Intrinsic	Extrinsic
1.	<input type="checkbox"/> I am good at it. <input type="checkbox"/> I enjoy it. <input type="checkbox"/> I like being with friends. <input type="checkbox"/> It makes me feel good. <input type="checkbox"/> Other _____	<input type="checkbox"/> To receive an award. <input type="checkbox"/> Because it's popular. <input type="checkbox"/> To be like a sports hero. <input type="checkbox"/> My family wants me to. <input type="checkbox"/> My friends want me to. <input type="checkbox"/> Other _____
2.	<input type="checkbox"/> I am good at it. <input type="checkbox"/> I enjoy it. <input type="checkbox"/> I like being with friends. <input type="checkbox"/> It makes me feel good. <input type="checkbox"/> Other _____	<input type="checkbox"/> To receive an award. <input type="checkbox"/> Because it's popular. <input type="checkbox"/> To be like a sports hero. <input type="checkbox"/> My family wants me to. <input type="checkbox"/> My friends want me to. <input type="checkbox"/> Other _____
3.	<input type="checkbox"/> I am good at it. <input type="checkbox"/> I enjoy it. <input type="checkbox"/> I like being with friends. <input type="checkbox"/> It makes me feel good. <input type="checkbox"/> Other _____	<input type="checkbox"/> To receive an award. <input type="checkbox"/> Because it's popular. <input type="checkbox"/> To be like a sports hero. <input type="checkbox"/> My family wants me to. <input type="checkbox"/> My friends want me to. <input type="checkbox"/> Other _____
4.	<input type="checkbox"/> I am good at it. <input type="checkbox"/> I enjoy it. <input type="checkbox"/> I like being with friends. <input type="checkbox"/> It makes me feel good. <input type="checkbox"/> Other _____	<input type="checkbox"/> To receive an award. <input type="checkbox"/> Because it's popular. <input type="checkbox"/> To be like a sports hero. <input type="checkbox"/> My family wants me to. <input type="checkbox"/> My friends want me to. <input type="checkbox"/> Other _____
5.	<input type="checkbox"/> I am good at it. <input type="checkbox"/> I enjoy it. <input type="checkbox"/> I like being with friends. <input type="checkbox"/> It makes me feel good. <input type="checkbox"/> Other _____	<input type="checkbox"/> To receive an award. <input type="checkbox"/> Because it's popular. <input type="checkbox"/> To be like a sports hero. <input type="checkbox"/> My family wants me to. <input type="checkbox"/> My friends want me to. <input type="checkbox"/> Other _____



Group-Assessment Form



Group members being assessed _____ Class _____
_____ Date _____

Check whether the following conflict-resolution steps were demonstrated in the role-play:

- Identify the goal.
- Identify possible options.
- Identify barriers or conditions that make it difficult to resolve the conflict.
- Evaluate how well the process works.
- Choose the best option.

Strategies used in the role-play:

Additional comments:

Assessed by: _____



S.4.5.A.1
 K.4.6.A.2a
 S.5.6.A.3b
 K.4.8.A.2a

Goal Setting



Name _____ Class _____ Date _____

G Goal: What is your goal?

O Organized Plan: How are you going to reach your goal?

A Assessment of Goal: Is this goal achievable/possible?

L Length: How long will it take you to reach/achieve your goal?

S Support/Help: Who or what will assist you to work towards achieving your goal?

Letter*	Response to Above Questions	Self-Assessment			
		Description	Above Expectations	Meets Expectations	Below Expectations
G		Clearly stated the goal.			
O		Outlined steps to achieve the goal.			
A		Set a realistic goal.			
L		Revised the goal/plan as needed.			
S		Obtained support and used self-monitoring strategies.			

* Colour in the letter upon completion of what you set out to do for each letter.



K.5.5.E.1b
K.5.5.E.2

Puberty Changes



Name _____ Class _____ Date _____

Changes That Occur in Puberty	Identify changes that occur for...			
	Males Only (M)	Females Only (F)	Both Males and Females (B)	Answer Key
1. Breasts begin to grow.				F
2. Breasts swell or feel uncomfortable.				B
3. Height increases.				B
4. Weight increases.				B
5. Feelings of clumsiness occur.				B
6. Voice deepens.				M
7. Mood changes.				B
8. Need to be independent increases.				B
9. Skin gets oilier.				B
10. Perspiration increases.				B
11. Scrotum gets larger.				M
12. Hair grows in pubic area.				B
13. Menstruation begins.				F
14. Hair grows under arms and on legs.				B
15. First ejaculation of semen occurs.				M
16. Wet dreams occur.				M
17. Hair grows on chest.				M
18. Penis increases in length and width.				M
19. Vaginal discharge may be noticeable.				F
20. Acne develops.				B
21. Shoulders grow wider/broader.				B
22. Hips grow wider.				F
23. Feelings of insecurity may develop.				B
24. Need to conform or fit in with others increases.				B



K.5.5.E.2

Talking about Changes Interview



Name _____ Class _____ Date _____

Use the following questions to interview a trusted adult (e.g., a parent) and discuss some issues related to puberty.

1. What did you like best about growing up?
2. When did puberty begin for you? What changes did you notice?
3. Did you sometimes feel stressed out or embarrassed during puberty?
How did you cope with those feelings?
4. What were your feelings about girls/boys during puberty?
5. During puberty, how did you feel about your body and appearance?
6. At what point did you start to feel grown up?
7. Can you remember at what age you had your first kiss?

Please return signed slip only.

Talking about Changes Interview completed as homework.

Student

Adult



Grade 6

**Physical Education/
Health Education**



Grade 6

1. Movement

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.6.A.1 Recognize that there are different applications of the basic movement skills to different physical activities (e.g., striking skill used in baseball, hockey, paddleball...).</p> <div data-bbox="115 569 550 814" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Lead-up Games</p> <p>Have students participate in a variety of games and activities that use different basic movement skills. Have them discuss the basic movement skills used in each game they play.</p> <p>◆ Sort and Predict</p> <p>Using a Sort and Predict strategy, have pairs or small groups of students sort a list of activities by movement skills. Remind students that some activities will fit more than one category. (See <i>Success for All Learners</i> 6.33 and 6.100.)</p> <p>◆ Name That Skill Tag</p> <p>Play a game of Frozen Tag in which everyone is “it” (a tagger). When students are tagged, they must freeze until someone frees them by asking them to name a game that uses a basic movement skill. For example, if a student says “striking,” the frozen student could respond “hockey” and run free.</p> <p>Variation: The frozen student must list all the basic movement skills used in a specified game.</p> <p>◆ Sports Collages</p> <p>Have students make a collage of different sports that have a movement skill connection (e.g., sports that use striking).</p> <p>◆ Relays</p> <p>Prepare posters divided into sections for each of the manipulation skills, with a number and line under each skill. Place the posters, one per team, on the floor on the opposite side of the playing area. Have students run to the posters in relay style and write down a game that uses a manipulation skill. The relay is complete when all lines are filled in.</p>

**TEACHER NOTES**

Introduce, explain, use, and reinforce movement throughout the year.

Basic movement skills are fundamental movement patterns that serve as prerequisites for many physical activities and sports. They are grouped into three categories:

- **Transport skills**—run, jump, hop, skip, gallop
- **Manipulation skills**—roll, bounce, catch, underhand throw, overhand throw, strike, kick
- **Balance skills**—static balance (no motion), dynamic balance (in motion)

Refer to Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: Sort and Predict; Name That Skill Tag**

Teacher Assessment: Checklist

Have students complete the Sort and Predict activity prior to playing the tag game. As students play the game, the teacher can choose to free students and keep track of the number of correct responses, and students can check the Sort and Predict chart if they are unsure of the correct response. (See Sort and Predict, *Success for All Learners* 6.33.)

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.1.6.B.1 Determine personal and uncontrollable factors (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) that may affect movement skill development.	◆ Partner Sharing After an activity, have students brainstorm factors that may affect their ability to perform that activity. Discuss factors over which they have control and those over which they do not have control. Have students reflect on and discuss the following questions: <ul style="list-style-type: none">• How can body type help or hinder performance in this activity?• How can your fitness affect skill development in this activity? ◆ Sport Heroes Have students collect pictures of their favourite athletes. Compare how factors such as body type, physical attributes, and hereditary influences differ from sport to sport. ◆ Discussion Bag Put possible factors (body type, physical attributes, hereditary influences, and varying rates in growth and development) on small slips of paper and put them in a bag. As part of a cool-down activity, have students draw a factor from the bag and explain how it may affect movement skill development and success in particular activities.
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 5—Healthy Lifestyle Practices (K.5.5.1.C)	



TEACHER NOTES

Treat this learning outcome with sensitivity, recognizing that students may feel self-conscious about their abilities. It is important, however, that students learn acceptance and tolerance of self and others because everyone is unique.

For further information on programming for students with special needs, refer to the series *Moving to Inclusion* (National Education Steering Committee of the Moving to Inclusion Initiative).

Refer also to “Discovering Abilities” on page 3 of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/ CIRA).

Encourage students to collect information on sport heroes representative of their cultural background.

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

Body Types:

We can alter our bodies to a certain extent by building muscle and losing fat; however, humans are not capable of miraculous body makeovers. Due to genetics, we are all created with different body sizes and shapes.

The following are three categories of body types:

- **Mesomorphs**—have heavy bone and muscle development with broad shoulders, thick forearms, and heavy wrists and fingers.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Partner Sharing

Self-Assessment: Anecdotal Notes

Have students record, in their activity journals, personal factors that may affect their skill development.

TEACHER NOTES (continued)

- **Endomorphs**—have roundness and softness of the body, small facial features, and slender wrists and ankles.
- **Ectomorphs**—have long arms and legs, a delicate bone structure, and narrow fingers and toes.

Some body types are more suited to specific sports. However, remind students that other factors, such as personal motivation, also affect success.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.6.B.2 Identify biomechanical concepts (i.e., application and amount of force, range of motion, number of body segments) related to applying force in sending and receiving activities (e.g., overhead throwing with preparatory steps, full backswing, full trunk rotation, follow-through...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> </div>	<p>◆ Overhand Throwing (Sending Activities)</p> <p>Have students throw three beanbags overhand:</p> <ol style="list-style-type: none"> 1. On the first try, they stand facing forward, feet together (without any step or rotation), throw the beanbag, and leave it where it lands. 2. On the second attempt, with another beanbag, they stand sideways to the direction of the throw, feet shoulder-width apart, and throw by rotating the hips and trunk (no step). 3. The third attempt includes a step forward. <p>Ask students to discuss the results of the three throws and explain their results using biomechanical concepts. Ensure that students are properly warmed up for this activity.</p> <p>◆ Catching (Receiving Activities)</p> <p>Have students play catch with a partner using a variety of balls (e.g., foam tennis balls, medicine balls). Ask students to discuss the results of the different catches and explain their results using biomechanical concepts.</p> <p>◆ What’s the Difference?</p> <p>Have some students demonstrate catching a ball, and then catching an egg. Have others observe differences in the catching techniques used.</p> <p>Variation: Videotape the demonstrations to use in future classes.</p> <p>◆ Visuals in Action</p> <p>Have students create posters of the terms and biomechanical concepts and post them in the gym. These can be readily used when students are practising their skills.</p> <p>Variation: Use a digital camera or video to demonstrate concepts.</p>



TEACHER NOTES

To ensure safety, do the throwing activity outdoors and have all students throw in the same direction.

Maximum Effort:

Many sport skills require maximum or near-maximum effort: maximum speed or maximum force. The Coaching Association of Canada (5–10) defines the basic concepts associated with maximum effort as follows:

- **“Force** is a push or a pull that causes motion...usually measured in newtons (N).
- **Velocity** is a measure of how fast a body is moving...usually measured in metres per second (m/s).
- **Acceleration** refers to the rate of change in velocity [speeding up and slowing down]...usually measured in metres per second per second (m/s²).”

The two principles associated with maximum effort can be stated as follows (Coaching Association of Canada 5–11):

- “The production of maximum force requires the use of all the joints that can be used.”
- “The production of maximum velocity requires the use of joints in order—from largest to smallest.”

Posters identifying the biomechanical concepts should be available to assist students.

For more information on biomechanical principles, see *3M National Coaching Certification Program: Coaching Theory Level 2* (Coaching Association of Canada).



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Overhand Throwing (Sending Activities)**

Teacher Assessment: Checklist

Have students, working in groups, discuss the results of their throwing and record on chart paper the biomechanical concepts that explain their results.

Suggested Criterion:

Look for

- number of correct responses



Refer to BLM 6–1: Overhand Throwing for Distance.

TEACHER NOTES (continued)

Newton’s Laws of Motion:

Review (from Grade 5 Science) the three **laws of motion** that govern all human movement:

- **Newton’s first law of motion** states that “every body will remain in a state of constant motion or rest unless acted upon by an outside force” (Coaching Association of Canada 5–10).
- **Newton’s second law of motion** states that “the applied force is proportional to the resulting acceleration; that is, the greater the applied force, the greater the resulting acceleration—providing mass is constant” (Coaching Association of Canada 5–10).
- **Newton’s third law of motion** states that for “every action force, there is an equal and opposite reaction force” (Coaching Association of Canada 5–10).

Refer to Appendix I: Glossary for definitions of terms and concepts. Select terms from the online version of the glossary for developing signs or handouts. Refer to the Manitoba Education and Youth website:

<<http://www.edu.gov.mb.ca/ks4/cur/physhlth/index.html>>.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.6.B.3 Design movement sequences (e.g., group routine in rhythmic gymnastics...) that show contrast in qualities of movement (e.g., levels, pathways, directions...) and formations (e.g., circles, lines, scattered...) performed in a group.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>MA: Shape and Space</p> <p>PE/HE: GLO 1—Movement (S.1.6.D.1)</p> </div>	<p>◆ Design a Routine</p> <p>Have students design a group routine that consists of various directions, levels, pathways, and formations. The routine can include jump rope, aerobics, dance, gymnastics, or rhythmic gymnastics.</p> <p>Establish guidelines for the group routine. For example, the routine could demonstrate</p> <ul style="list-style-type: none"> • a beginning pose • two changes of level—high, medium, low • two changes in direction—forwards, backwards, sideways • two changes of pathways—straight, zigzag, curved • four different formations—horizontal lines, vertical lines, diagonal lines, triangles, circles, squares (see teacher notes) • an ending pose <p>◆ Learning Outcome Connection</p> <p>The routines suggested for learning outcome S.1.6.D.1 can be performed as group routines.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See Appendix I: Glossary for definitions of the **qualities of effort in movement**.

A **sequence** is a movement sentence with a beginning, a middle, and an ending.

A **formation** is a shape made by using groups of people.

Provide students with examples of movement sequences and formations for practice and then have them create their own.

Examples:

Straight Lines

```
X X X X X
      X
      X
      X
```

Diagonal Lines

```
  X
   X
  X X
   X
```

Circles

```
  X
 X   X
 X   X
  X
```

Semicircles

```
  X X
 X   X
 X       X
```

Alternate Lines

```
X X X
X X X X
```

Triangles

```
X X X
      X
```

A movement sequence using balls, with two changes of level, could consist of the following:

- Students kneel in alternate lines and bounce the ball four times.
- Students move into a straight line and throw the ball up and catch it. Repeat two times.
- Students move into a circle and bounce the ball to the person on their right.



◆ **Performance Task: Design a Routine**

Teacher/Peer Assessment: Checklist

The teacher or peers observe students and assess whether the routine has met the suggested criteria.

Suggested Criteria:

The routine clearly demonstrates

- a beginning pose
- two changes of level—high, medium, low
- two changes in direction—forwards, backwards, sideways
- two changes of pathways—straight, zigzag, curved
- four different formations—horizontal lines, vertical lines, diagonal lines, triangles, circles, squares
- an ending pose



Refer to BLM 6–2: Gymnastic Routine.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>❑ K.1.6.C.1 Adapt the rules of lead-up games based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusivity, safety...).</p> <div data-bbox="115 569 550 814" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 4—Personal and Social Management (K.4.6.B.1a)</p> </div>	<p>◆ Problem Solved</p> <p>Ask students to sit down with the people they were playing with at recess. Ask them to identify any problems they had and suggest possible solutions.</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> • What game/activity did they play? • How could they make the game more active? • How could they include everyone who wants to play? • How could they make the game safer? • How could they change the rules so that they are encouraged to play fairly? <p>Variation: Have students discuss with a partner any problems they had in a class activity.</p> <p>◆ Octopus</p> <p>Have students line up at one end of the gym. They could wear heart-rate monitors, with the goal of trying to maintain their target heart rate during the game. The tagger stands in the centre circle and calls out “Octopus.” The other students try to run to the opposite end of the gym without being tagged. When tagged, students must stand where they were tagged until the end of the game and become seaweed that can tag students as they run by. Ask students for suggestions to increase activity.</p>
<p>❑ K.1.6.C.2 Use activity-specific terminology (e.g., bump, volley, free throw, serve...) associated with selected lead-up games and physical activities.</p> <div data-bbox="115 1486 550 1732" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ Lead-up Games/Activities</p> <p>Have students discuss and record activity-specific terminology after each activity.</p> <p>◆ Crossword Puzzles</p> <p>Have students complete crossword puzzles with activity-specific terminology. Students can create their own crosswords.</p> <p>◆ Word Wall</p> <p>Have students develop a movement word list consisting of activity-specific terminology. Print the words on cards and post them. (See Word Wall, 5–8 <i>ELA</i>, Strategies–199.)</p>



TEACHER NOTES

Ensure that students are familiar with the steps of a problem-solving process.

For information on the DECIDE model, refer to learning outcome K.4.6.B.1a and to page 112 of the Framework.

Adaptations could include alternatives to standing when tagged, such as allowing frozen players to go free when they tag another player or perform an aerobic exercise such as jumping jacks.

Use activity-specific terminology when teaching skills.

To create crossword puzzles, see the Discovery School's Puzzlemaker website:

<<http://www.puzzlemaker.com>>.

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Problem Solved**

Teacher Assessment: Informal Inventory

After students have had the opportunity to suggest changes to their group, ask them to share their ideas with the class.

Suggested Criteria:

Look for the ability to adapt rules to promote

- participation
- inclusion
- safety
- aerobic fitness
- other

◆ **Journal/Learning Log: Lead-Up Games/Activities**

Teacher Assessment: Inventory

Have students record activity-specific terminology for selected physical activities.

◆ **Paper and Pencil Task: Crossword Puzzles**

Self-Assessment: Inventory

Have students complete crossword puzzles and check answers with the answer key.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.1.6.C.3 Identify simple offensive and defensive strategies (e.g., “give and go,” marking an opponent, formations...) **employed in lead-up games of different sports.**

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (K.1.5.C.3)

◆ **Lead-up Games**

Divide students into four teams. Two teams play and the other two teams coach. Players each have a coach on the sideline watching them play and recording their offensive and defensive skills. Have students switch positions every few minutes.

Examples of Lead-up Games:

- basketball
- ultimate
- floor hockey
- lacrosse
- football
- non-contact rugby
- team handball

K.1.6.C.4 Identify examples of fair play and good teamwork by others (e.g., showing respect for all players, making encouraging remarks to other players...) **in different physical activities.**

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

PE/HE:

GLO 4—Personal and Social Management

◆ **“I Saw...”**

Post sheets of paper with the heading “I Saw....” Students can write any example of fair play they see, identify who demonstrated it, note their own names as the observers, and post the information on a fair-play bulletin board.

After students have participated in a lead-up game, have them sit in a circle (e.g., sharing circle) and take turns sharing any examples of fair play they observed.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

This strategy works well for activities that require the whole gym (or an area outdoors) for a safe game (e.g., floor hockey, lacrosse). For offensive and defensive game strategies, see learning outcome K.1.5.C.3.



For more information on game strategies, refer to BLM G–17: Teaching Games for Understanding Chart.

◆ **Observation: Lead-up Games (Basketball)**

Peer Assessment: Inventory/Checklist

Have student coaches observe their partners in action during a game and place check marks in the appropriate square when they observe the following strategies.

Observation of Partner in Action

The player

- passed the ball to an open player
- moved into an open space
- picked up an opponent to guard
- stayed between player and basket (defence)

Coaches should observe one behaviour at a time, as directed by the teacher. They use the information to advise their partners on how to improve their play.

For more information on fair play, see The Spirit of Sport Foundation website:
<<http://www.spiritofsport.ca>>.

Fair-Play Ideals:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponents.
- Give everyone equal/equitable opportunity to participate.
- Maintain your self-control at all times.

The fair-play ideals are identified on page 16 in the Leisure section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).



◆ **Paper and Pencil Task: “I Saw…”**

Teacher Assessment: Inventory

Keep a record of students who were able to identify examples of fair play and teamwork by completing the “I Saw…” sheets.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.6.A.1 Perform extensions and/or variations of transport skills (e.g., sprinting, jumping, springing, rotating...), applying mechanical principles (e.g., speed is affected by body weight, range of motion, number of involved body segments, application of force...) for speed, height, and/or distance.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.6.B.2) SC: Cluster 4—Exploring the Solar System</p> </div>	<p>◆ Athletic Activities</p> <p>Have students participate in sprint, relay, and modified hurdle activities for speed development. Have them work on improving their own time or their group’s speed and time. Students can participate in high-jump, long-jump, and triple-jump activities for developing height and distance, applying mechanical principles. Ask students to do a personal jump analysis, measuring the distance of a standing or running long jump, one-foot hop kick, or two-foot hop kick.</p> <p>◆ Gymnastic Activities</p> <ul style="list-style-type: none"> • Jump for Distance: Fold gymnastics mats in half and scatter them around the gym. Have students jump, hop, and leap over the mats from a standing position. Explore a variety of takeoffs and landings, such as the following: <ul style="list-style-type: none"> — one foot to same foot — one foot to opposite foot — one foot to two feet — two feet to two feet • Jump for Height: Using benches and low vaulting boxes, have students jump into the air and practise safe landings onto a mat. Explore different shapes (e.g., star, tuck, straight) and rotations (e.g., half turn, quarter turn). Ensure that equipment is set up in a safe manner. <p>◆ Jump Rope</p> <p>Have students jump rope for speed development, using a variety of transport skills (e.g., running, jumping, hopping, and combinations of skills).</p> <p>◆ Outer Space Orienteering</p> <p>Design a nine-station orienteering course, each station representing a planet in the solar system. Each station has a question that requires students to identify the correct planet. Put students into pairs and provide each pair with a clipboard, a pencil, and a map with numbered spots that the students must find. Send pairs out in 10-second intervals and time their finish.</p>



TEACHER NOTES

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. It is recommended that skills in each of the categories (transport, manipulation, and balance) be assessed separately.

Hop Kick:

- **One-Foot Hop Kick:** Have students jump from one foot, kick a suspended target, and land, all on the same foot, maintaining balance.
- **Two-Foot Hop Kick:** Have students jump from both feet, keep feet together, kick target, and land on two feet, holding balance.

Challenge students to strive to do their personal best rather than racing to finish first, second, third, and so on.

See *Up Down All Around* (Russell, Schembri, and Kinsman) for more descriptions of gymnastic activities.

Jump Rope for Heart materials are available from the Heart and Stroke Foundation of Manitoba.

It is important for teachers to be familiar with mechanical principles related to specific movement skills to help students understand how to perform or refine their skills.

See learning outcome K.1.6.B.2 for mechanical concepts related to maximum effort.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Athletic Activities**

Teacher Assessment: Scoring Rubric

As students participate in the activities, observe for proficiency in the transport skills, using criteria such as the following.

Suggested Criteria: Standing Long Jump

The student

- swings arms back in preparatory stage
- bends knees in preparatory stage
- reaches forward in the air with arms and legs
- jumps for distance
- bends knees on landing to absorb weight

Scoring Rubric	
Scale	The student performs
3	• all criteria correctly
2	• most criteria correctly
1	• some criteria correctly

TEACHER NOTES (*continued*)**Sample Questions for Outer Space Orienteering Stations:**

- **Neptune**—Which planet has an atmosphere rich in hydrogen, helium, and methane, and has a faint ring system?
- **Pluto**—Which is the the smallest planet?
- **Mercury**—Which planet is the closest planet to the sun?
- **Venus**—Which planet is the brightest object in the sky, next to the sun and the moon?
- **Earth**—Which planet has an atmosphere rich in oxygen?
- **Uranus**—Which planet appears green because of a methane cloud?
- **Mars**—Which planet is known as the red planet?
- **Jupiter**—Which is the largest planet?
- **Saturn**—Which planet has bright rings that circle its equator?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p><input type="checkbox"/> S.1.6.A.2 Perform manipulation skills (e.g., throwing, kicking, catching...), applying mechanical principles (e.g., range of motion, number of body segments, application of force, absorption of force...) for accuracy and distance.</p>		
<table border="1"> <tr> <td> <p>Curricular Connections ELA: GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.6.B.2) SC: Cluster 2—Flight</p> </td> </tr> </table>	<p>Curricular Connections ELA: GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.6.B.2) SC: Cluster 2—Flight</p>	
<p>Curricular Connections ELA: GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.6.B.2) SC: Cluster 2—Flight</p>		
	<p>◆ Lead-up Games</p> <p>Have students participate in modified sports activities to practise manipulation skills for developing accuracy and distance.</p>	
	<p>Examples of Activities:</p> <ul style="list-style-type: none"> • Flying disc golf—throwing • Softball, baseball—striking, throwing • Football—kicking, throwing • Bowling—rolling • Miniature golf—putting 	
	<p>◆ Target Practice</p> <p>Set up a variety of targets as station activities and have students aim for the targets using a variety of manipulation skills.</p>	
	<p>Examples of Station Activities:</p> <ul style="list-style-type: none"> • Roll a ball to a pin. • Toss a ball underhand through a held hoop. • Shoot a ball at a basketball net. • Kick a ball into a goal. • Throw overhand to a target. • Throw a soft sponge-like bat through a rolling hoop, as in a hoop and dart game. (To make this activity more authentic to Aboriginal culture, use a hoop with webbing.) 	
	<p>Variation: Set up targets outdoors to increase the distance.</p>	
	<p>◆ Guard the Pin</p> <p>Have students form two teams, one team on each half of the gym. Line up bowling pins on opposite end lines. The object of the game is to knock down as many of the opponents' pins as possible in a specified time by kicking, throwing, or rolling a ball without crossing the centre line.</p>	



TEACHER NOTES

Use targets that simulate actual sport targets (e.g., hockey nets, football goals, soccer goals, catcher in softball, bowling pins).

Technology Link:

Videotape skills performed by students.

Be familiar with mechanical principles related to the specific movement skills to help students understand how to perform or refine their skills. The overhand throw requires the use of all the joints that can be used, from the largest to the smallest— legs, hips, trunk, shoulder, elbow, and wrist. The rotation of the hips and shoulders causes the rapid rotation of the trunk, and this speed is transferred to the throwing arm.

The basic concepts of maximum effort are described in the teacher notes for learning outcome K.1.6.B.2.

For more information on mechanical principles, see *3M National Coaching Certification Program: Coaching Theory Level 2* (Coaching Association of Canada).

Teachers are encouraged to make curricular connections with Cluster 2—Flight in Grade 6 Science to examine factors that affect flight patterns of projectiles (e.g., balls, discs).

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Lead-up Games (Overhand Throwing in Softball)

Peer Assessment: Checklist

Clearly outline criteria for the overhand throw. Have students work in pairs and use the suggested criteria to coach each other, observing for distance and accuracy, as well as correct technique. Ask students to put each other's score on a skill-achievement graph. This can be done with or without names identified.

Suggested Criteria: Overhand Throwing

The student

- stands so that the shoulder opposite to the throwing arm is in line with the target, focusing eyes on the target
- bends and holds the elbow back at shoulder height behind the ear
- steps forward in the direction of the throw with the foot opposite to the throwing arm
- shifts weight from the back to the front foot
- rotates hips and shoulders
- leads the throw with the elbow and follows through down and across the body

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.6.A.3 Demonstrate dynamic balance (e.g., doing cartwheels, running backwards, kicking...), applying mechanical principles (i.e., lower centre of gravity, increase base of support, keep the line of centre of gravity at the edge of the base of support in the direction of force application) for stability.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.5.B.2) SC: Cluster 2—Flight</p> </div>	<p>◆ Gymnastic Activities</p> <p>Have students participate in balance activities by moving around the gym and practising safe, controlled landings when jumping off benches and boxes onto mats. Have students participate in rotation activities on mats (e.g., cartwheels, rolls, turns).</p> <p>◆ Partner Tug</p> <p>Have students work in pairs, each student standing on a folded mat approximately two metres apart and holding a short rope. On a given signal (e.g., counting to three), each student tries to pull his or her partner off the mat.</p> <p>Variation: Have partners hold right wrists and stand with a line on the floor between them. On a given signal, students try to get their partner to move one foot.</p> <p>◆ Balance Boards</p> <p>Have students use a variety of balance boards, pogo balls, pogo sticks, and so on, to explore dynamic balance.</p> <p>◆ Push and Pull</p> <p>Have partners, in a 3 m x 3 m space on the floor, try to push or pull each other out of the specified area.</p> <p>◆ Standing Stick Pull</p> <p>Have two students face each other, standing with a comfortable base of support within arm’s length of each other. Each student grasps one end of a stick and pulls straight back to put the opponent off balance.</p>



TEACHER NOTES

See *Up Down All Around* (Russell, Schembri, and Kinsman) for more descriptions of gymnastic activities.

Ensure that mats are arranged safely with no overlap. Teach students to check mats/equipment for safety prior to jumping.

To promote safety, students in the Partner Tug learning activity should be of similar size and ability.

Be familiar with mechanical principles related to specific movement skills to help students understand how to perform or refine their skills.

See the teacher notes for learning outcome K.1.5.B.2 for mechanical concepts related to stability. On a balance beam, the base of support is narrow, which makes movement and balance less stable.

For more information on mechanical principles, see *3M National Coaching Certification Program: Coaching Theory Level 2* (Coaching Association of Canada).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Gymnastic Activities (Landings)**

Teacher Assessment: Scoring Rubric

As students participate in the suggested activities, observe for proficiency in dynamic balance skills, using criteria such as the following.

Suggested Criteria: Landings

The student

- lands using a toe-to-heel movement
- bends knees on landing to absorb weight
- uses arms to help with balance
- controls landing

Scoring Rubric

Scale	The student demonstrates
4	• all the criteria as described
3	• most of the criteria as described
2	• some of the criteria as described
1	• few of the criteria as described

PRESCRIBED LEARNING OUTCOMES

Students will...

□ S.1.6.B.1 Apply functional use of selected movement skills (e.g., leaping, rolling, striking a ball with or without an implement...) **to a variety of individual/dual games/sports, including multicultural games** (e.g., Inuit games, gymnastics, paddleball, handball...).

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

SS:

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

◆ **Lead-up Games**

Have students participate in a variety of modified individual/dual games/sports activities for developing selected movement skills.

Examples of Individual/Dual Activities:

- Athletics—running, jumping, throwing
- Racquet sports—striking
- Bowling—rolling
- Cross-country skiing—walking, gliding
- Juggling— throwing, catching
- Rhythmic gymnastics (individual and partner routines)—throwing, catching, rolling, bouncing
- Orienteering—running
- Golf—striking
- Flying disc golf—throwing
- Skating—gliding, balancing
- In-line skating—gliding, balancing
- High kick—kicking
- Jump rope—jumping, hopping, running
- Gymnastics—balancing, performing transport skills

◆ **Multicultural Games**

Have students participate in a variety of multicultural games for developing selected movement skills.

Examples of Multicultural Games:

- **Jump the Muskrat:** Tie a beanbag to the end of a rope and swing it in a circle at ground level and have students jump over it.
- **Back-to-Back Stand:** Partners sit back to back with elbows locked. Legs are bent in front of them, with feet on the floor. Partners push against each other’s back and try to stand up.
- **Bocce:** In this Italian rolling game, players try to roll the bocce ball closest to a small white ball.



TEACHER NOTES

Functional assessment involves assessing students using and/or applying specific skills in games/sports situations. See the definition of **functional use** in Appendix I: Glossary.

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. Ensure that learning activities and achievement expectations are developmentally appropriate. Assess skills in each category (transport, manipulation, and balance) separately.

For more information on multicultural games, see *1999 Pan American Games: Resource Kit for Physical Education Teachers*.

For more information on Inuit games, see *Inuit Games* (Keewatin Divisional Board of Education).

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

Develop criteria for all movement skills, including the following:

- ready position/start position
- weight transference
- sequential application of force
- follow-through/landing



Refer to BLM G–3: Skill Acquisition and Application Recording Sheet.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Lead-up Games (Ten-Pin Bowling)**

Teacher Assessment: Scoring Rubric

As students participate in activities, observe for proficiency in the selected movement skills, using criteria such as the following.

Suggested Criteria: Four-Step Approach in Ten-Pin Bowling

The student

- demonstrates proper grip on the ball
- steps forward with the foot on the same side as the ball hand
- displays the step, swing, step, roll sequence
- releases the ball with the opposite foot forward
- rolls the ball smoothly towards the pins

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
Initial	Initial-Formative	Formative	Formative-Mature	Mature

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

As students participate in activities, observe them demonstrating functional use of skills identified for each activity, using a general scoring rubric such as the following.

Scoring Rubric					
Rating Scale: The student meets expectations 4 Consistently 3 Frequently 2 Sometimes 1 Rarely					
The student	Score				
	Date	Date	Date	Date	Date
• demonstrates the performance criteria of each skill as required (skill acquisition)					
• demonstrates functional use of selected skills while participating (skill application)					
• demonstrates cooperation and fair play (other)					

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p>□ S.1.6.B.2 Apply functional use of selected movement skills (e.g., batting, dribbling, throwing and catching with an implement...) to a variety of team games/sports, including multicultural games (e.g., modified lacrosse, kanga ball, modified basketball...).</p>		
<table border="1"> <tr> <td> <p>Curricular Connections ELA: GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </td> </tr> </table>	<p>Curricular Connections ELA: GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>	
<p>Curricular Connections ELA: GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>		
	<p>◆ Lead-up Games/Sports Activities</p> <p>Have students participate in a variety of modified team games/sports activities for developing selected movement skills.</p>	
	<p>Examples of Team Activities:</p> <ul style="list-style-type: none"> • Basketball—throwing, catching, bouncing • Volleyball—striking • Soccer—kicking • Softball/baseball—striking, throwing, catching • Ultimate—throwing, catching • Floor/field hockey—striking • Football—throwing, catching, kicking • Rhythmic gymnastics (group routines)—throwing, catching, rolling, bouncing • Cricket—throwing, catching, striking 	
	<p>◆ Multicultural Games</p> <p>Have students participate in a variety of multicultural games for developing selected movement skills.</p>	
	<p>Examples of Multicultural Games:</p> <ul style="list-style-type: none"> • Sepak Takraw—kicking • Lacrosse—throwing, catching • Cricket—throwing, catching, striking 	



TEACHER NOTES

Functional assessment involves assessing students using and/or applying specific skills in games/sports situations.

Due to the depth and breadth of skill-related outcomes, learning experiences will be ongoing throughout the year. Ensure that learning activities and achievement expectations are developmentally appropriate. Assess skills in each category (transport, manipulation, and balance) separately.

Choose activities to provide a variety of experiences in all movement skills throughout the year.

Develop criteria for all movement skills, including the following:

- ready position/start position
- weight transference
- sequential application of force
- follow-through/landing

Sepak Takraw is a Malaysian kicking game played with a special ball over a badminton net on a badminton court. Rules are similar to volleyball rules. (See <<http://www.takrawcanada.com>>.)

Aboriginal Links:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

For more learning activity suggestions, refer to *Native Games: Teacher Handbook* (Manitoba Education).



Refer to BLM G–3: Skill Acquisition and Application Recording Sheet.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Lead-up Games/Sports Activities (Volleyball)**

Peer Assessment: Scoring Rubric

As students participate in the activities, observe for proficiency in the selected movement skills, using criteria such as the following.

Suggested Criteria: Underhand Volleyball Serve

The student

- holds the ball in the non-dominant hand at hip level
- swings arm back—opposite foot forward
- swings arm forward—keeping arm straight
- transfers weight to the front foot
- contacts the ball with the heel of the hand

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
Initial	Initial-Formative	Formative	Formative-Mature	Mature

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

As students participate in activities, observe them demonstrating functional use of skills identified for each activity, using a general scoring rubric such as the following.

Scoring Rubric					
Rating Scale:					
The student meets expectations					
4 Consistently 3 Frequently 2 Sometimes 1 Rarely					
The student	Score				
	Date	Date	Date	Date	Date
• demonstrates the performance criteria of each skill as required (skill acquisition)					
• demonstrates functional use of selected skills while participating (skill application)					
• demonstrates cooperation and fair play (other)					

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION			
<i>Students will...</i>				
<input type="checkbox"/> S.1.6.B.3 Demonstrate the ability to work cooperatively/ collaboratively in planning, organizing, and/or officiating physical activities.	◆ Tournament Time Have students organize mini-tournaments for a game of their choice for their own class or for another class or grade. Ensure that students are familiar with the responsibilities and duties for each job.			
<table border="1" data-bbox="110 535 555 655"><tr><td data-bbox="110 535 555 571">Curricular Connections</td></tr><tr><td data-bbox="110 571 555 604">ELA:</td></tr><tr><td data-bbox="110 604 555 655">GLO 5—Celebrate and build community.</td></tr></table>	Curricular Connections	ELA:	GLO 5—Celebrate and build community.	
Curricular Connections				
ELA:				
GLO 5—Celebrate and build community.				



TEACHER NOTES

Involve Grade 6 students in helping to set up special events (e.g., tabloids, skating days, dance festivals) for Early Years students. Both the younger and older students will benefit from this experience.

For more information, refer to *Student Leadership Development Program: Elementary Teacher’s Guide* (CIRA).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Tournament Time**

Self-Assessment: Rating Scale

Have students assess how well their group worked together following the event they organized or officiated.

Self-Assessment of Group Participation			
Name _____		Class _____	
		Date _____	
Group Work	3 All the Time	2 Most of the Time	1 Some of the Time
1. I shared ideas.			
2. I listened to others.			
3. I encouraged others.			
4. I helped with the group work.			
5. I stayed on task.			
6. I was willing to work with others.			
7. I noticed that the members of my group helped everyone feel included by (list behaviours) _____			

Self-Assessment of Group Participation: Reproduced form *K–4 PE/HE*, Appendix H, BLM G–10.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.6.C.1 Apply functional use of selected movement skills and variations (i.e., transport and balance skills), using various equipment and in a variety of environments (e.g., skating, swimming, cross-country skiing, snow soccer...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p>	
	<p>◆ Recreational Field Trips Take students on field trips to community recreation areas. Have them participate in a variety of recreational activities (e.g., skating at the community centre, cross-country skiing, rollerblading, cycling at a local park, swimming at a local pool, orienteering at a local course, alpine skiing).</p> <p>◆ Cross-Country Skiing Have students participate in cross-country skiing (e.g., diagonal stride, star turns, herringbone) to develop transport and balance skills.</p> <p>◆ Orienteering Have students participate in an orienteering course on the school grounds. Prepare a map of the school grounds, identifying areas for students to find. Place a marker at each identified position on the school grounds. Students use the map to find the markers.</p> <p>◆ Snowshoeing Have students participate in snowshoeing activities to develop transport and balance skills.</p>



TEACHER NOTES

Discuss sport- and recreation-specific safety rules with students (see *Safety Guidelines for Physical Activity in Manitoba Schools*, available from MPETA). Ensure that the activities comply with risk-management policies in your school/division/district.

Contact provincial sport organizations for more information on guest coaches and programs.

Develop criteria for all movement skills, including the following:

- ready position/start position
- weight transference
- sequential application of force
- follow-through/landing

Aboriginal Link:

Include traditional activities (e.g., snowshoeing, fishing) from an Aboriginal perspective.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Cross-Country Skiing (Diagonal Stride)**

Teacher Assessment: Scoring Rubric

As students participate in a cross-country skiing activity, observe for proficiency in selected movement skills, using criteria such as the following.

Suggested Criteria: Diagonal Stride

The student

- bends knees to push forward on each stride
- lines up toes, knee, and nose on each stride
- swings arms alternately at side
- glides on each stride

Scoring Rubric				
Rarely	With Direction	Sometimes	Frequently	Consistently
1	2	3	4	5
Initial	Initial-Formative	Formative	Formative-Mature	Mature

◆ **Performance Task: Cross-Country Skiing (Diagonal Stride)**

Self-Assessment: Scoring Rubric

Using their activity journals, students self-assess the selected movement skills using the scoring rubric and suggested criteria above.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.1.5.D.1 ➔ S.1.6.D.1
Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, jump rope, creative dance, folk dances...), **showing two or more different styles/traditions.**

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SS:

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

◆ **Rhythmic Routines**

Have students perform routines using selected rhythmic steps, positions, and patterns showing two or more different styles/traditions.

Examples of Rhythmic Activities:

- **Multicultural Folk Dances:** Have students learn and perform multicultural folk dances such as those described in *1999 Pan American Games: Resource Kit for Physical Education Teachers* (Pan American Games Physical Activity/Physical Education Committee).
- **Line Dances:** Have students create and perform their own line dances using combinations of previously learned dances.
- **Jump Rope:** Have students create and perform their own jump rope routines using combinations of previously learned skills.
- **Aerobic Routines:** Have students create and perform aerobic routines using previously learned skills. Students can lead younger students in an aerobic workout.
- **Hip Hop Routines:** Have students create and perform their own music video with hip hop dancing.
- **Aboriginal Dances:** Have students observe and participate in First Nations dances, Métis dances, and/or Inuit dances.



TEACHER NOTES

Encourage the use of cue words.
Brainstorm ideas for different skills that could be included in routines.
Posters of jump rope skills are available from the Heart and Stroke Foundation of Manitoba.

Have videos available on line dances, jump rope routines, aerobic routines, “Tae-Bo” workouts, and hip hop dances.

Invite guest instructors to school to teach students different cultural dances. Contact a friendship centre or the Folk Arts Council of Winnipeg Inc.

Vary the activities each year or expand on previous learning. Choose learning activities that are culturally appropriate and meet the needs of the community.

Aboriginal Link:

Explain the significance of the dance movements, preparation, and dress to the traditions of Aboriginal peoples. As well, help students understand that performance of Aboriginal dances occurs at appropriate places and for specific purposes (e.g., powwow, grass dance, male and female dances).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Rhythmic Activities**

Self-Assessment: Rating Scale

Have students rate their own performance in the sequences, using the following rating scale.

Rating Scale	
Scale	Criteria
3	• I was able to perform the sequence confidently.
2	• I was able to perform most of the sequence.
1	• I had difficulty with the sequence.

◆ **Performance Task: All Rhythmic Activities**

Teacher Assessment: Scoring Rubric

As students participate in the rhythmic/dance activities, observe them demonstrating functional use of skills identified for each activity, using a general scoring rubric such as the following.

Scoring Rubric					
Rating Scale:					
The student meets expectations					
4 Consistently	3 Frequently	2 Sometimes	1 Rarely		
	Score				
The student	Date	Date	Date	Date	Date
• demonstrates the performance criteria of each skill/step as required (skill acquisition)					
• demonstrates functional use of selected skills/steps while participating (skill application)					
• demonstrates interpersonal skills (other)					



Refer to BLM G–3: Skill Acquisition and Application Recording Sheet.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.5.D.2 ➔ S.1.6.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) in gymnastic-type sequences/routines (e.g., ball gymnastics, stuntastics, pyramids, creative hand apparatus...).</p>	<p>◆ Gymnastic Floor Routines Have students develop gymnastic routines that include an identified list of skills. Build routines combining two or more selected movement skills using previously learned skills of landings, statics, supports, springs, rotations, and locomotion.</p> <p>◆ Partner Acrobatics Have students perform a series of strength and balance skills with their partner in their floor routines.</p> <div data-bbox="654 699 760 804" style="display: inline-block; vertical-align: middle;"> </div> <p style="margin-left: 20px;">For ideas on partner skills, refer to BLM 5-4: Static Shape Cards.</p> <p>◆ Rhythmic Gymnastics Routines Have students develop routines using ropes, hoops, balls, ribbons, and scarves, applying identified skills. Students may be interested in using other sport equipment in their routines (e.g., basketballs, juggling equipment).</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	



TEACHER NOTES

Give students the choice of working alone, with partners, or in a group. Allow students to choose the kind of routines they would like to perform (i.e., gymnastic, acrobatic, rhythmic).

See *Up Down All Around* (Russell Schembri, and Kinsman) for more descriptions of activities.

Ensure that students are aware of the suggested criteria before they start to choreograph their own routines.

Routines can be performed on ropes, benches, and mats, or with hoops, balls, ribbons, and scarves.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Gymnastic Floor Routines

Teacher/Peer Assessment: Checklist

Have students perform group routines and observe the following characteristics.

Suggested Criteria:

The routine clearly demonstrates

- a beginning pose
- two changes of level—high, medium, low
- two changes in direction—forwards, backwards, sideways
- two changes of pathways—straight, zigzag, curved
- four different formations—horizontal lines, vertical lines, diagonal lines, triangles, circles, squares
- two different combinations of gymnastic skills
- an ending pose



Refer to BLM 6–2: Gymnastic Routine.



Movement Outcomes: Grade 6



Knowledge

- K.1.6.A.1 Recognize that there are different applications of the basic movement skills to different physical activities** (e.g., striking skill used in baseball, hockey, paddleball...).
- K.1.6.B.1 Determine personal and uncontrollable factors** (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) **that may affect movement skill development.**
- K.1.6.B.2 Identify biomechanical concepts** (i.e., application and amount of force, range of motion, number of body segments) **related to applying force in sending and receiving activities** (e.g., overhead throwing with preparatory steps, full backswing, full trunk rotation, follow-through...).
- K.1.6.B.3 Design movement sequences** (e.g., group routine in rhythmic gymnastics...) **that show contrast in qualities of movement** (e.g., levels, pathways, directions...) **and formations** (e.g., circles, lines, scattered...) **performed in a group.**
- K.1.6.C.1 Adapt the rules of lead-up games based on criteria predetermined through problem-solving activities** (e.g., suggest rule changes for enhanced activity, inclusivity, safety...).
- K.1.6.C.2 Use activity-specific terminology** (e.g., bump, volley, free throw, serve...) **associated with selected lead-up games and physical activities.**
- K.1.6.C.3 Identify simple offensive and defensive strategies** (e.g., “give and go,” marking an opponent, formations...) **employed in lead-up games of different sports.**
- K.1.6.C.4 Identify examples of fair play and good teamwork by others** (e.g., showing respect for all players, making encouraging remarks to other players...) **in different physical activities.**

Skills

- S.1.6.A.1 Perform extensions and/or variations of transport skills** (e.g., sprinting, jumping, springing, rotating...), **applying mechanical principles** (e.g., speed is affected by body weight, range of motion, number of involved body segments, application of force...) **for speed, height, and/or distance.**
- S.1.6.A.2 Perform manipulation skills** (e.g., throwing, kicking, catching...), **applying mechanical principles** (e.g., range of motion, number of body segments, application of force, absorption of force...) **for accuracy and distance.**
- S.1.6.A.3 Demonstrate dynamic balance** (e.g., doing cartwheels, running backwards, kicking...), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep the line of centre of gravity at the edge of the base of support in the direction of force application) **for stability.**
- S.1.6.B.1 Apply functional use of selected movement skills** (e.g., leaping, rolling, striking a ball with or without an implement...) **to a variety of individual/dual games/sports, including multicultural games** (e.g., Inuit games, gymnastics, paddleball, handball...).
- S.1.6.B.2 Apply functional use of selected movement skills** (e.g., batting, dribbling, throwing and catching with an implement...) **to a variety of team games/sports, including multicultural games** (e.g., modified lacrosse, kanga ball, modified basketball...).
- S.1.6.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.**
- S.1.6.C.1 Apply functional use of selected movement skills and variations** (i.e., transport and balance skills), **using various equipment and in a variety of environments** (e.g., skating, swimming, cross-country skiing, snow soccer...).
- S.1.5.D.1** ⇨ **S.1.6.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences** (e.g., aerobics, jump rope, creative dance, folk dances...), **showing two or more different styles/traditions.**
- S.1.5.D.2** ⇨ **S.1.6.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts** (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) **in gymnastic-type sequences/routines** (e.g., ball gymnastics, stunts, pyramids, creative hand apparatus...).

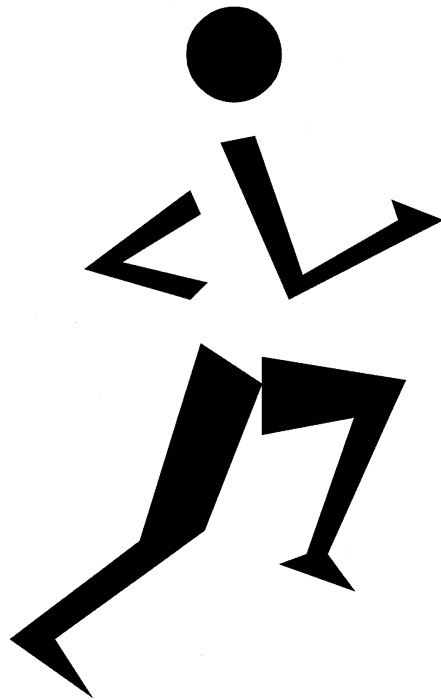
Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.

Grade 6

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.2.6.A.1 Recognize the health- and skill-related fitness components (e.g., agility, power, reaction time, speed, coordination...) that contribute to skill development.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Create a Workout</p> <p>Assign a fitness component to groups of students and have them work at stations to create one or more exercises/activities that will serve to develop that specific component. Refer students to books, websites, CD-ROMs, and so on, in their search for appropriate fitness exercises/activities. Have students participate in an active Gallery Walk in which they rotate to the various stations to perform the activities, with one group member staying back at his or her own station to instruct “visitors.” (See Gallery Walk “Alternative,” <i>Success for All Learners</i> 6.80.)</p> <p>Variation: Divide the class into three groups, and have each group design a complete circuit that includes health- and skill-related fitness components. Each student is responsible for making a poster describing one of the exercises. Students can also include motivational tips and information on benefits of exercise. Only one group sets up their circuit in a given class, and the whole class participates.</p> <p>◆ Skill-Related Fitness Challenges</p> <p>Have students participate in challenges for developing the skill-related fitness components.</p> <p>Agility</p> <ul style="list-style-type: none"> • Agility Runs: Using the length of a badminton court, have students start at one end line and, on a given signal, run to pick up a beanbag on the other end line and bring it back to the start line. Students continue until they pick up three beanbags and return to the start line. Time the runs. • Triangle Tag: Have students form groups of four. Three students join hands and the other student is the tagger. The tagger tries to tag a specific student while the other students try to keep the tagger away from him or her. <p>Power</p> <ul style="list-style-type: none"> • Vertical Jumps: Have students stand sideways against the wall. They begin by marking their reach with chalk on the wall. They then jump as high as they can and put a mark on the wall with the chalk. • Long Jump: Using an outdoor long-jump pit, have students help measure each other’s jump. • Owl Hop: Ask students to start on one leg, with the foot of the other leg hooked behind the knee of the standing leg. Have them squat down and jump as far as they can in a horizontal direction. Measure the distance jumped. Have students alternate legs. <p style="text-align: right;"><i>(continued)</i></p>



TEACHER NOTES

For knowledge-related learning outcomes, use “active” games to help students understand concepts. Use warm-up/cool-down time for “mini-lessons” and “assessment checks” for observing understanding.

Some quick, efficient ways to assess in an active physical education setting are: use of Exit Slips, thumbs-up or hands-up signals, signing an inventory or “I Can” chart, human opinion lines, and use of self-adhesive notes for graphing results.

Introduce, explain, use, and reinforce vocabulary related to the **skill-related fitness components**:

- **Agility**—“the ability to shift the body in different directions quickly and efficiently” (Kirchner and Fishburne 701).
- **Balance**—the ability to control or stabilize your equilibrium while moving (dynamic balance) or staying still (static balance).
- **Coordination**—“the ability to use your eyes and ears to determine and direct the smooth movement of your body” (e.g., hands, feet, arms, head) (Rainey and Murray 395).
- **Power**—“the ability of the body to apply a maximum muscular contraction with the quickest possible speed” (Kirchner and Fishburne 706).
- **Reaction time**—“the ability to react or respond quickly to what you hear, see, or feel” (Rainey and Murray 398).
- **Speed**—“the ability to move your body or parts of your body swiftly” (Rainey and Murray 399).



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Create a Workout

Self-Assessment: Inventory

After participating in the workout, group members assess the content of the circuit.

Exercise Component Match

Name the exercises that were included in the circuit for each of the following health- and skill-related fitness components. You may have more than one exercise for each component.

- Cardiovascular endurance _____
- Muscular endurance/strength—arms _____
- Muscular endurance/strength—legs _____
- Muscular endurance/strength—abdominals _____
- Flexibility _____
- Agility _____
- Power _____
- Reaction time _____
- Speed _____
- Coordination _____
- Balance _____



Refer to BLM 6–3: Fitness Component Circuit.

◆ Questioning/Interview: Create a Workout

Teacher Assessment: Inventory

Ask students to identify which health-related or skill-related fitness component each station represented.

Suggested Criterion:

Look for

- evidence of understanding through post-activity questions

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.2.6.A.1 <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

(continued)

Reaction Time

- **Drop the Ruler:** Have students work in pairs. One student holds a plastic ruler (or relay baton) above the partner’s hand, and then drops the ruler. The partner tries to catch the ruler between thumb and index finger as close to the end as possible.
- **Palm Top:** Ask students to select a partner. One student faces the partner with palms up. The other student places his or her hands palm down above the partner’s hands. The student with hands on the bottom tries to touch the top of the partner’s hands.

Speed

- **Fifty-Metre Run:** Outdoors, mark out a 50 m track. Have students signal start and time each other’s running speed.
- **Hand Clap:** In a push-up position, students try to clap twice.

Coordination

- **Ping Pong:** Ask students to count the number of times their partner can hit a ping pong ball in the air with a paddle.
- **Ring Toss:** Prepare a 15 cm stick with a string attached to the handle and six rings attached to points near the end of the string. The object is to toss the string and catch the rings on the stick. Catching more rings requires more coordination.
- **Juggling:** Ask students to record the number of seconds/minutes they can juggle objects without missing.

Balance

- **Stick Walk:** Have students hold a “broom handle,” hands shoulder-width apart, take a handstand position, and walk on knuckles, still holding the stick with both hands.
- **Pogo Balls:** Place pogo balls around a disc with a ball in the middle. Students attempt to jump as many times as they can on the pogo balls.
- **One-Foot Balance:** Put a hockey stick flat on the floor. Students attempt to maintain their balance while standing lengthwise (or crosswise) on the stick.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



Refer to BLM G–11: Skill-Related Fitness Components Poster.

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.



◆ **Paper and Pencil Task: Skill-Related Fitness Challenges**

Self-Assessment: Inventory

Have students participate in the fitness challenges for skill-related fitness and keep track of their results.



Refer to BLM 6–5: Skill-Related Fitness Challenges.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.2.6.C.1a Identify the names of the main bones (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull...) and function (i.e., shape, support, protection) of the human skeletal system in the context of exercise and physical activity.</p> <div data-bbox="115 642 550 898" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 2—Fitness Management (S.2.6.A.3a)</p> </div>	<p>◆ Skeleton Tag</p> <p>Have students play Everybody’s It. If anyone tags another person, the tagged person freezes and places a hand on an area of the body. To be saved, another student must identify the name of the bone of the area that the student is covering. Have students use the anatomical names of the bones.</p> <p>◆ Skeleton Project: Active Kids Have Healthy Bones</p> <p>Have students work individually or in groups to complete a project that provides the following information:</p> <ul style="list-style-type: none"> • the names of the main bones • the function of the human skeletal system • the effects of exercise and the effects of inactivity on the human skeletal system <p>The theme of the project can be Active Kids Have Healthy Bones. The project format can be an active game, a board game, news show, play, brochure, song, poster, and so on.</p> <p>◆ “Skeleton Says”</p> <p>Have students participate in a game of “Skeleton Says” (like “Simon Says”) using the anatomical names of the bones (e.g., “Skeleton says, touch your humerus,” and so on).</p>



TEACHER NOTES

Have a poster available for students to check the proper names of the bones. Models of skeletons also provide valuable information for students.

For the skeleton project, create a mind map in class with the information that each project must include. Direct students to books and websites on the skeletal system.

Have students present a maximum of three projects each class to allow for activity time. Set a time limit of five minutes per presentation.

The Active Kids Have Healthy Bones theme ties in with the Active Kids: Healthy Futures promotion of The Manitoba Physical Education Teachers Association (MPETA). The theme can also be reinforced by sending home activity participation logs.

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Skeleton Tag

Teacher Assessment: Inventory

After students have participated in the Skeleton Tag game, have them complete a diagram labelling the bones.

Suggested Criterion:

Look for

- number of correct responses



Refer to BLM 6–4: Skeleton Diagrams.


◆ Performance Task: Skeleton Project: Active Kids Have Healthy Bones

Teacher Assessment: Scoring Rubric

Have students complete the suggested skeleton projects. Assess projects using a scoring rubric.



Refer to BLM G–9: Project-Assessment Rubric.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.2.6.C.1b Describe the effects of exercise and inactivity on the human skeletal system (i.e., increased/decreased bone density, increased/decreased bone mass).</p> <div data-bbox="115 537 550 795" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community. PE/HE: GLO 2—Fitness Management (K.2.6.C.1a)</p> </div>	<p>◆ Skeleton Project</p> <p>See the instructional strategy suggested for learning outcome K.2.6.C.1a to make curricular connections.</p> <div data-bbox="654 470 760 579" style="text-align: center;">  </div> <p style="text-align: center;">Refer to BLM 6–4: Skeleton Diagrams.</p> <p>◆ Fitness Challenge</p> <p>Have students participate in a fitness challenge, spending one minute at each of five active stations (e.g., curl-ups, bench step-ups, wall push-ups, bench dips, jumping jacks), alternating with five inactive stations (e.g., reading information on benefits of physical activity, fitness components, the FITT [frequency, intensity, time, type] principle). After the 10 minutes, bring students together to cool down. As they are doing their cool-down stretches, discuss the effects of activity and inactivity on their bones. Ask students to give a thumbs-up signal if they think a specified station helped to increase their bone mass/density (stations that involve weight-bearing exercises).</p>
<p>☐ K.2.5.C.2 ➔ K.2.6.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development.</p> <div data-bbox="115 1556 550 1772" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 2—Fitness Management (K.2.5.C.2)</p> </div>	<p>◆ Fit Factors</p> <p>Brainstorm with students a list of factors affecting the development of personal fitness. Have students participate in a Think-Pair-Share activity and look at each of the ideas generated by the group. Have students decide what effect each of the ideas has on their own fitness development. Discuss ways to change negative effects into positive ones to improve personal fitness.</p> <p>◆ Fitness Plan</p> <p>Have students participate in a number of fitness-assessment activities and set goals for improvements. Ask students to do a self-assessment in their fitness journals, discussing the reasons why they were or were not able to reach their goals in each assessment activity.</p>



TEACHER NOTES

Strong bones need both calcium and weight-bearing physical activity.

Calcium makes bones as strong as steel. When the body makes new bone tissue, it first lays down a framework of collagen. Then, tiny crystals of calcium from the blood spread throughout the collagen framework. The hard crystals fill in all the nooks and crannies. Calcium and collagen work together to make bones strong.

Bones are living tissue. Weight-bearing physical activity stimulates new bone tissue to form, making bones stronger. Also, weight-bearing physical activity makes muscles stronger, and muscles pushing and tugging on bones makes the bones even stronger.

The growing years are very important for bone development. So it is essential for students at this age to understand the effects



SUGGESTIONS FOR ASSESSMENT

◆ Performance Tasks: Skeleton Project

Teacher Assessment: Scoring Rubric

Have students complete the skeleton projects suggested for learning outcome K.2.6.C.1a. Assess projects using a scoring rubric.



Refer to BLM G–9: Project-Assessment Rubric.

◆ Questioning/Interview: Fitness Challenge

Teacher Assessment: Inventory

Have students use a thumbs-up approach in responding to questions related to which station activity increased bone mass/density and which did not.

TEACHER NOTES (continued)

of healthy eating and weight-bearing exercise on bone development.

For additional information, see the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention website: <<http://www.cdc.gov/powerfulbones/>>.



Continue with the Fit Factors learning activity throughout the year. Spend a short time at the beginning of class to introduce a few fitness concepts.

For information on the Think-Pair-Share strategy, see *Success for All Learners* 6.13.



◆ Questioning/Interview: Fit Factors

Teacher Assessment: Inventory

After the Think-Pair-Share activity, have students express their ideas to the class. Record the ideas on a chart or chalkboard. Have students identify the factor that most affects their development.

◆ Journal/Learning Log: Fitness Plan

Self-Assessment: Rating Scale

Have students complete a rating scale such as the following after they have completed the second trial of fitness assessments and they can analyze why goals were or were not achieved.



Refer to BLM 5–8: Fitness Goal Factors.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.2.6.C.3 Identify the proper techniques (e.g., slow and sustained, within comfort zone, focusing on target muscles and minimizing other body parts, stretching to the limit of the movement, slow and rhythmical breathing...) and harmful techniques (e.g., bouncing, swinging, stretching too hard...) in stretching exercises.</p> <div data-bbox="115 674 550 909" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 2—Fitness Management (K.2.5.C.3)</p> </div>	<p>◆ Teacher-Led Stretches Have students participate in teacher-led stretches, with discussion on safety and technique.</p> <p>◆ Follow the Leader Divide students into small groups. As part of a cool-down, have one student per group lead the group in a number of stretches to improve flexibility. Leaders correct the group members if they are doing the exercises incorrectly.</p>
<p><input type="checkbox"/> K.2.6.C.4 Review behaviours (e.g., make positive remarks, cheer for others, make encouraging gestures...) that encourage effort and participation of others.</p> <div data-bbox="115 1178 550 1413" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.5.D.2)</p> </div>	<p>◆ Lead-up Games/Activities After students have participated in a physical activity, ask them for examples of behaviours by others that made them feel good and that made them want to continue playing the game.</p> <p>◆ Make up a Cheer Have small groups use words and gestures to make up a cheer that would encourage their classmates to play their best.</p> <p>◆ Learning Outcome Connection See learning outcome S.1.5.D.2. Discuss behaviours that encourage effort and participation of others.</p>



TEACHER NOTES

Refer to learning outcome K.2.5.C.3. Teachers must stay informed about contraindicated stretches and current stretching protocol.

For more information on “exercises to avoid,” refer to current websites and other resources, such as *Fitness Education for Children* (Virgilio 166–168).

Fair-Play Ideals:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponents.
- Give everyone equal/equitable opportunity to participate.
- Maintain your self-control at all times.

The fair-play ideals are identified on page 16 in the Leisure section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 2* (CAHPER/CIRA).

For more information on fair play, see The Spirit of Sport Foundation website:
<<http://www.spiritofsport.ca>>.

Language Link:

Have students create cheers in the local/home language, where appropriate.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Follow the Leader

Group Assessment: Checklist

Have group members complete the following checklist to assess the leader.

Cool-Down Stretches

Student _____

Group members _____

The leader ensured that

- stretches were performed slowly and held
- all major muscle groups were stretched
- students stretched to the limit of the movement
- stretches were performed safely

◆ Questioning/Interview: All Activities

Teacher Assessment: Inventory

As situations arise in games and activities when students are or are not behaving appropriately, ask students how these behaviours made them feel in terms of affecting their participation.

◆ Observation: Make up a Cheer

Group Assessment: Checklist

Have students in each group discuss what behaviours encouraged effort and participation of others.

Suggested Criteria:

Look for evidence of students

- encouraging others with non-verbal gestures
- encouraging others with positive remarks
- inviting others to play or take a turn
- helping others when experiencing difficulty
- being good listeners
- other

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.2.6.A.1a Participate in exercises/activities (e.g., juggling for developing coordination, moving through obstacle course for agility...) **designed to improve and maintain personal fitness associated with health-related and skill-related fitness components.**

Curricular Connections

ELA:

GLO 5—Celebrate and build community.

MA:

Patterns and Relations
Statistics and Probability
Number

PE/HE:

GLO 1—Movement (K.1.6.A.1)
GLO 2—Fitness Management (K.2.6.A.1, K.2.6.C.3, S.2.5.A.1a)

SUGGESTIONS FOR INSTRUCTION

◆ **Cardiovascular Endurance**

Have students participate in a variety of cardiovascular activities for 10 to 15 minutes in their aerobic target heart-rate zone. Cardiovascular activities could include aerobics, step aerobics, dance, jump rope, orienteering, follow the leader runs, mass tag games such as Capture the Flag or Steal the Stick, and so on. Students can use heart-rate monitors or pulse counts to determine whether they are in their aerobic target heart-rate zone.

◆ **Muscular Endurance/Strength Circuit**

Have students participate in a muscular endurance/strength training circuit. Muscular endurance/strength exercises could include curl-ups, line jumps, push-ups, bench-steps, leg lifts, and so on. Ensure that students have a choice of repetitions suited to their personal fitness level.

◆ **Follow the Leader**

Refer to the Follow the Leader activity suggested for learning outcome K.2.6.C.3.

◆ **Skill-Related Fitness Circuit**

Have students participate in a circuit designed to develop skill-related fitness components.

Agility

- **Agility Runs:** Have students participate in a variety of agility runs. In the Zigzag Run, for example, students run to a line, pick up a beanbag, and take it back to the start. They repeat this three times.
- **Builders and Bulldozers:** Have students form two teams. Players on one team are the builders and players on the other are the bulldozers. Place cones around the gym. The bulldozers knock down the cones, while the builders try to put them up again. Reverse roles.

Balance

- **Gymnastic Activities:** Have students participate in gymnastic activities to improve their balance, with or without using equipment.
- **Balance Tag:** Have students play Everybody’s It. A student who is tagged freezes in a balance position. To be freed, another student must mimic the balance for five seconds.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on teaching considerations and implementation guidelines related to fitness management, refer to Guidelines for GLO 2—Fitness Management in the Overview of this document.

Due to the importance and the nature of fitness development/maintenance, learning experiences related to this outcome will be ongoing throughout the year. Assessment also needs to be ongoing to determine how students manage their fitness in class throughout the year.

Make appropriate adaptations or modifications for students with special needs or medical conditions in order to facilitate participation. Provide alternative activities for students who are not able to participate fully.

Refer to Appendix I: Glossary (as well as to the teacher notes for learning outcome K.2.6.A.1) for definitions of skill-related fitness components.

Skill-related fitness—refers to the ability to perform successfully during games and sports (also called performance fitness). The **skill-related fitness components** are: ability, balance, coordination, power, reaction time, and speed.



Refer to BLM G–11: Skill-Related Fitness Components Poster.



◆ **Observation: All Activities**

Teacher Assessment: Scoring Rubric

As students participate in physical activities, observe their levels of participation and keep ongoing records for each term.

Participation Rubric	
Scale	The student is
4	<ul style="list-style-type: none"> • always ready to participate, highly involved, and on task
3	<ul style="list-style-type: none"> • frequently ready to participate, highly involved, and on task
2	<ul style="list-style-type: none"> • sometimes ready to participate, highly involved, and on task
1	<ul style="list-style-type: none"> • rarely ready to participate, highly involved, and on task

◆ **Performance Task: Skill-Related Fitness Circuit**

Self-Assessment: Inventory

Have students participate in skill-related fitness challenges, set personal goals, and assess individual progress.



Refer to BLM 6–5: Skill-Related Fitness Challenges and BLM 6–6: Skill-Related Goal Setting.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.2.6.A.1a <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

Coordination

- **Juggling:** Have students participate in a variety of juggling activities using scarves, balls, rings, clubs, sticks, and so on.
- **Kick Sack:** Have students practise kick sack activities.
- **Jump Rope:** Have students try some of the rope challenges in the Jump Rope for Heart Program.
- **Ring Toss:** Prepare a 15 cm stick with a string attached to the handle and six rings attached to points near the end of the stick. The object is to toss the string, catching the rings on the stick. Catching more rings requires more coordination.

Power

- **Power Circuit:** Have students participate in a power circuit that includes exercises such as the following: vertical jump, long jump, ball throw for distance, medicine ball throw for distance, and kick for distance.
- **One-Leg Hop Kick:** Have students jump from one foot, kick a suspended target, and land, all on the same foot, maintaining balance.

Reaction Time

- **Paper Catch:** Have students work with a partner. One student holds a piece of paper 10 cm above his or her partner’s thumb and forefinger. The student drops the paper and the partner tries to catch it between the thumb and forefinger without moving the hand down.

Speed

- **Partner Races:** Have students choose a partner they want to race against. On the signal “Go,” all students race their partner to the finish line. They can choose a new partner and try again.
- **Race against Time:** Have students work with partners. One student in each pair sprints a specified distance and the partner times the sprinter. After a rest, they repeat the run, trying to improve their time.
- **Speed Jump Rope:** Have students (individually or with a partner) count the number of pogo jumps they can do in one minute.

Variation: Count the number of running steps, or hops on one foot.



TEACHER NOTES

For more challenges, see the Jump Rope for Heart Program of the Heart and Stroke Foundation of Manitoba.

Emphasize with students that in order to improve personal fitness, one must increase the frequency (how often), intensity (how hard), and duration (how long) of performing an activity, and one must choose the appropriate type of activity (FITT principle).

If one is inactive, the muscles become smaller (atrophy) and lose strength, and breathing becomes less efficient because the lungs are not forced to expand.

Help students work towards maintaining lifelong physical activity by providing motivating and varied activities that develop confidence and competency.

Use strategies such as the following to accommodate fitness activities for all students, regardless of their ability levels or physical characteristics:

- Provide a choice of activities, where possible.
- Allow students to choose the number (e.g., 5, 10, 15) of repetitions of an exercise.
- Challenge students to perform exercises for a set time period (e.g., number of push-ups in 30 seconds, distance covered in 10 minutes) instead of setting a number that may be too hard for some and too easy for others.
- Provide motivation using developmentally appropriate fitness progressions for the development of muscular



SUGGESTIONS FOR ASSESSMENT

TEACHER NOTES (*continued*)

endurance/strength. For example, a progression for the development of upper body strength could consist of push-ups standing and pushing away from the wall, then push-ups with knees touching the floor, and then push-ups with feet on the floor.

- Encourage all students by focusing on individual effort and improvement, rather than on the success of a few highly accomplished students.
- Establish a class atmosphere in which praise and group cooperation are evident for motivating students to achieve their personal best.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.6.A.1b Demonstrate proper technique (i.e., pacing) while participating in continuous aerobic activity for a sustained period of time, while maintaining target heart rate.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. MA: Patterns and Relations Statistics and Probability Number</p> </div>	<p>◆ Distance Runs</p> <p>While students participate in training for a 1600 m run, cross-country run, 12-minute run, or orienteering, have them monitor their aerobic target heart rate using heart-rate monitors, pulse sticks, and pulse checks. After the activity, discuss the importance of pacing.</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> • Is it a good idea to start running as fast as you can at the beginning of a run? Why or why not? • What is a reliable sign that you are running at a good pace at the beginning and middle of your run? • How does your pacing change towards the end of your run? <p>Variation: Have students participate in a continuous cross-country ski, jump rope, or aerobic activity.</p>
	<p>◆ Prediction Run</p> <p>Have students run a specified distance (e.g., 800 m, 1200 m) and time the run. Have students repeat the run on another day and predict what their time will be.</p> <p>◆ Precision Run</p> <p>Have students walk or jog for eight minutes. Students attempt to maintain their target heart rate throughout the run.</p>



TEACHER NOTES

The fitness management outcomes link to the Active Living strand in GLO 5—Healthy Lifestyle Practices. There are also links between GLO 1—Movement and GLO 2—Fitness Management. Many of the movement activities can be designed to be more physically active in order to enhance students’ fitness levels.

Pacing involves running at a comfortable pace, leaving a reserve of energy for a strong finish. Students’ pace will increase as their cardiovascular endurance increases.

Physical Education Methods for Classroom Teachers (Human Kinetics, with Pettifor, 139) suggests teaching tips for fitness development:

- Never use fitness activities as punishment.
- Don’t overemphasize fitness testing.
- Encourage students to set realistic goals and to celebrate progress and achievement.
- Don’t underemphasize the importance of self-esteem to lifelong fitness.
- Clarify fitness goals, check for understanding of why activities are done, and relate fitness concepts to everyday experiences.
- Teach students the difference between initial fatigue and pain that may result in injury.
- Always ensure that environmental conditions are safe for all lessons.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Distance Runs**

Self-Assessment: Checklist

Have students participate in the distance runs and then assess their ability to maintain their pace, keeping their heart rate within the aerobic target heart-rate (THR) zone.

Pacing in Distance Run			
Name	Too Slow (Below THR)	Just Right (Within THR)	Too Fast (Above THR)

Beginning of Run			
Middle of Run			
End of Run			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<i>Students will...</i>		
<input type="checkbox"/> S.2.6.A.2 Compare own heart rate during aerobic activity to the general target heart-rate zones (e.g., general health, basic fitness, healthy heart...).		
<table border="1"><tr><td data-bbox="115 539 548 751">Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. MA: Patterns and Relations Statistics and Probability</td></tr></table>	Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. MA: Patterns and Relations Statistics and Probability	<p>◆ Heart-Rate Predictions</p> <p>Following a discussion of the target heart-rate zones, have students participate in a class that includes a number of different aerobic activities. Students predict what their heart rates will be for each activity. Using heart-rate monitors, pulse sticks, or six- or ten-second pulse checks, students record their heart rate at the end of each section of the class. During their cool-down, students determine which heart-rate zones they were in for each activity.</p>
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. MA: Patterns and Relations Statistics and Probability		



TEACHER NOTES

Students are encouraged to work within their target heart-rate zones so that they accumulate 60 minutes of moderate physical activity and 30 minutes of vigorous physical activity daily to achieve health benefits associated with physical activity participation (see *Canada’s Physical Activity Guide for Youth*: <<http://www.hc-sc.gc.ca/hppb/paguide/youth.html>>).

To develop aerobic capacity, the heart rate must reach a heart-rate range or zone to achieve the desired physiological benefits. Target heart-rate zones are calculated based on a percentage of maximum heart rate.

For example:

- Moderate health zone—50% to 70% of maximum heart rate.
- Aerobic health zone—70% to 85% of maximum heart rate.

Furthermore, to calculate an aerobic health zone for 9- to 12-year-olds (not taking resting heart rate into consideration), 70% to 85% of 210 (maximum heart-rate for ages 9 to 12) would be 145 to 180 beats per minute (rounding off to the nearest five). For a 10-second count, the pulse count would be 24 to 30 (Kirkpatrick and Birnbaum 9-10).

When using heart-rate monitors in Grades 5 and 6, the aerobic target heart-rate zone could be preset on watches prior to class. Note that some watches should be set for individual students with special conditions or needs.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Heart-Rate Predictions**

Self-Assessment: Inventory

Have students participate in the Heart-Rate Predictions activities and record their results.



















Heart-Rate Predictions			
Fill in the predicted and actual beats per minute (bpm) and the corresponding target heart-rate zone for each activity.			
Activity	Prediction	Actual	Zone
• Lying down for two minutes	_____	_____	_____
• Walking for two minutes	_____	_____	_____
• Jumping rope for two minutes	_____	_____	_____
• Jogging for four minutes	_____	_____	_____
• Shooting hoops for two minutes	_____	_____	_____
• Sprinting the length of the gym	_____	_____	_____
• Doing cool-down stretches	_____	_____	_____



Refer to BLM G–7: Heart-Rate Predictions.

TEACHER NOTES (continued)
For more information, refer to the following websites:
• Manitoba Marathon: < http://www.manitobamarathon.mb.ca/ >
• Manitoba Physical Education Teachers Association (MPETA): < http://home.merlin.mb.ca/~mpeta/ >



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION				
<p><i>Students will...</i></p>					
<p>□ S.2.6.A.3a Demonstrate the use of assessment strategies (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) to determine, organize, and record fitness results and physical activity participation.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. PE/HE: GLO 2—Fitness Management (S.2.5.A.3a)</p> </div>	<p>◆ Activity Log</p> <p>Periodically have students keep track of their participation in physical activity. Students take home an activity log and record their activity for a specified period of time.</p> <p>◆ Fitness Plan</p> <p>Using results from fitness assessments, students record results and set goals for improvement. Students maintain records in their fitness journals.</p> <p>◆ Fitness Assessments</p> <p>Choose assessment tasks that help students determine personal fitness based on health-related fitness components.</p> <p>Examples:</p>				
	<p>Cardiovascular Endurance</p> <ul style="list-style-type: none"> • 6-, 8-, 10-, or 12-Minute Run: Students count the number of laps completed in the time of the run. • Leger Beep Test: This fitness test uses an audiotape to control timed runs over a measured course, and an audio tone communicates timing information for the test subjects (runners). The tests are run continuously until the subjects can no longer continue or start to miss (arrive late at lines). The highest running pace and number of repetitions that the runner can accomplish successfully is then the player’s rating. • Walking Test: Available online at http://www.motivationstation.net. <p>Muscular Strength and Endurance (specific to muscle groups)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Push-ups (full or modified)  <ul style="list-style-type: none"> • Curl-ups  </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Pull-ups  <ul style="list-style-type: none"> • Bench-Steps  </td> </tr> </table> <p>Flexibility</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Modified Sit and Reach (one leg bent)  </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Shoulder Stretch  </td> </tr> </table>	<ul style="list-style-type: none"> • Push-ups (full or modified)  <ul style="list-style-type: none"> • Curl-ups 	<ul style="list-style-type: none"> • Pull-ups  <ul style="list-style-type: none"> • Bench-Steps 	<ul style="list-style-type: none"> • Modified Sit and Reach (one leg bent) 	<ul style="list-style-type: none"> • Shoulder Stretch 
<ul style="list-style-type: none"> • Push-ups (full or modified)  <ul style="list-style-type: none"> • Curl-ups 	<ul style="list-style-type: none"> • Pull-ups  <ul style="list-style-type: none"> • Bench-Steps 				
<ul style="list-style-type: none"> • Modified Sit and Reach (one leg bent) 	<ul style="list-style-type: none"> • Shoulder Stretch 				



TEACHER NOTES

Appropriate practices for physical fitness testing include

- ongoing assessment as part of an ongoing process of helping students understand, enjoy, improve, and/or maintain their physical health and well-being
- having students physically prepared so that they can safely complete each component of a physical fitness test battery
- sharing test results privately with students and their parents/guardians to foster the development of health-related fitness knowledge, understanding, and competence

Cardiovascular endurance runs based on time to run rather than distances to be covered motivate students towards achieving fitness. Timing a 1600-metre (one-mile) run may be a simple task to organize for large-group testing; however, having everyone run the same length of time means no waiting for slower runners and less chance of any students feeling embarrassed by their performances, as everyone succeeds at his or her own rate.

For more information, refer to *Canada's Physical Activity Guide for Youth* (Health Canada) at <http://www.hc-sc.gc.ca/hppb/paguide/youth.html>.

For physical fitness tests for special populations, see page 163 of *Physical Education for Elementary School Children* (Kirchner and Fishburne) and pages 25 and 29 of *Physical Best Activity Guide* (AAHPERD).



SUGGESTIONS FOR ASSESSMENT

◆ **Journal: Activity Log**

Self-Assessment: Inventory

Have students complete activity logs and record results in their journals.



Refer to BLM G–6: Physical Activity Log (PAL).

◆ **Journal/Learning Log: Fitness Plan**

Self-Assessment: Inventory

Choose a number of exercises or assessment tasks that measure health-related and skill-related fitness components. Explain proper technique, safety precautions, and procedures for each task. Have students practise the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information.



BLM G–4: Personal Fitness Profile.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION							
<i>Students will...</i>								
☐ S.2.5.A.3b ⇒ S.2.6.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) to check and revise personal goals.	◆ Learning Outcome Connection Have students use the information from activities suggested for learning outcome S.2.6.A.3a to set and revise goals.							
<table border="1" data-bbox="110 569 555 825"><tr><td data-bbox="110 569 555 604">Curricular Connections</td></tr><tr><td data-bbox="110 604 555 632">ELA:</td></tr><tr><td data-bbox="110 632 555 688">GLO 1—Explore thoughts, ideas, feelings, and experiences.</td></tr><tr><td data-bbox="110 688 555 716">MA:</td></tr><tr><td data-bbox="110 716 555 743">Statistics and Probability</td></tr><tr><td data-bbox="110 743 555 770">PE/HE:</td></tr><tr><td data-bbox="110 770 555 798">GLO 2—Fitness Management (S.2.6.A.3a)</td></tr></table>	Curricular Connections	ELA:	GLO 1—Explore thoughts, ideas, feelings, and experiences.	MA:	Statistics and Probability	PE/HE:	GLO 2—Fitness Management (S.2.6.A.3a)	◆ Compare and Contrast Have students graph results of their fitness scores and activity participation for a set period of time. Have them discuss these results with their parents/guardians as a take-home activity or part of a student-led conference at school.
Curricular Connections								
ELA:								
GLO 1—Explore thoughts, ideas, feelings, and experiences.								
MA:								
Statistics and Probability								
PE/HE:								
GLO 2—Fitness Management (S.2.6.A.3a)								


TEACHER NOTES

Ensure that students focus on comparing their own results over a period of time rather than comparing themselves with others.


SUGGESTIONS FOR ASSESSMENT
◆ Journal/Learning Log: Fitness Plan

Self-Assessment: Inventory

Choose a number of exercises or assessment tasks that measure health-related and skill-related fitness components. Explain proper technique, safety precautions, and procedures for each task. Have students practise the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information. Repeat this two or three times a year so that students can compare results.



Refer to BLM G–4: Personal Fitness Profile.

◆ Journal: Activity Log

Self-Assessment: Inventory

Have students complete activity logs and record results in their journals. Repeat this two or three times a year so that students can compare results.



Refer to BLM G–6: Physical Activity Log (PAL).



Fitness Management Outcomes: Grade 6



Knowledge

- K.2.6.A.1 Recognize the health- and skill-related fitness components** (e.g., agility, power, reaction time, speed, coordination...) **that contribute to skill development.**
- K.2.6.C.1a Identify the names of the main bones** (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull...) **and function** (i.e., shape, support, protection) **of the human skeletal system in the context of exercise and physical activity.**
- K.2.6.C.1b Describe the effects of exercise and inactivity on the human skeletal system** (i.e., increased/decreased bone density, increased/decreased bone mass).
- K.2.5.C.2 ➔ K.2.6.C.2 Show an understanding of the factors** (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) **affecting personal fitness development.**
- K.2.6.C.3 Identify the proper techniques** (e.g., slow and sustained, within comfort zone, focusing on target muscles and minimizing other body parts, stretching to the limit of the movement, slow and rhythmical breathing...) **and harmful techniques** (e.g., bouncing, swinging, stretching too hard...) **in stretching exercises.**
- K.2.6.C.4 Review behaviours** (e.g., make positive remarks, cheer for others, make encouraging gestures...) **that encourage effort and participation of others.**

Skills

- S.2.6.A.1a Participate in exercises/activities** (e.g., juggling for developing coordination, moving through obstacle course for agility...) **designed to improve and maintain personal fitness associated with health-related and skill-related fitness components.**
- S.2.6.A.1b Demonstrate proper technique** (i.e., pacing) **while participating in continuous aerobic activity for a sustained period of time, while maintaining target heart rate.**
- S.2.6.A.2 Compare own heart rate during aerobic activity to the general target heart-rate zones** (e.g., general health, basic fitness, healthy heart...).
- S.2.6.A.3a Demonstrate the use of assessment strategies** (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) **to determine, organize, and record fitness results and physical activity participation.**
- S.2.5.A.3b ➔ S.2.6.A.3b Compare own fitness results and physical activity participation over a period of time** (e.g., beginning, middle, end of school year...) **to check and revise personal goals.**

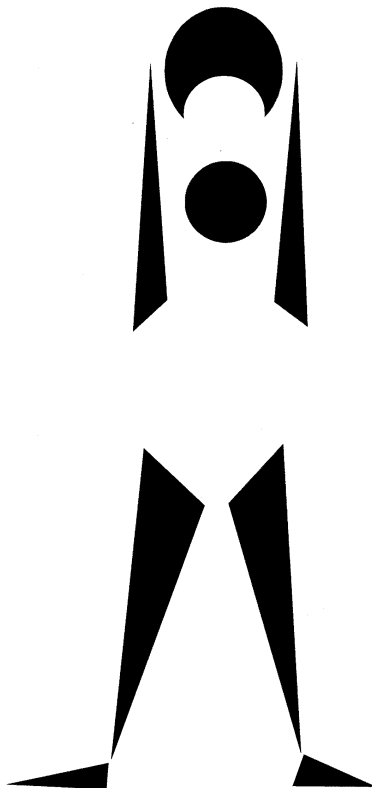
Attitude Indicators

- 2.1 Show an interest in and responsibility for personal fitness.
- 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness.
- 2.3 Show respect and acceptance for physical and performance limitations of self and others.

Grade 6

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.3.5.A.1 → K.3.6.A.1 Show an understanding of safe practices (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) when helping others while practising in regular or modified physical activities.	◆ Learning Outcome Connection Have students participate in various activities and games throughout the year. Pose the following questions for reflection: <ul style="list-style-type: none">• What are some of the safe practices to consider when practising or playing this activity?• What are some of the safe practices to consider when helping others?
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement	◆ Role-Play To give students an opportunity to show an understanding of safe practices, have them discuss various scenarios that may occur when helping others. Scenarios could involve gymnastic activities, outdoor activities, activities helping younger students, and so on.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

◆ **Questioning: All Activities**

Teacher Assessment: Inventory

At the beginning of each activity, as well as when students are helping others, ask students to state the safety considerations for that activity.

Suggested Criterion:

Look for

- number of correct responses



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.6.A.2 Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frostbite...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.
GLO 3—Manage ideas and information.

PE/HE:

GLO 1—Movement (S.1.6.C.1)
GLO 2—Fitness Management

SUGGESTIONS FOR INSTRUCTION

◆ **Environmental Conditions**

Use the KWL (Know, Want to know, Learned) strategy to activate students’ prior knowledge related to exercising in different environmental conditions (e.g., heat, high humidity, cold, high wind-chill, rain). Guide students in developing questions regarding each environmental condition. Use their questions to guide discussion on safe exercise practices in each of the environmental conditions. (See KWL Plus, *Success for All Learners* 6.20.)

◆ **Outdoor Exercise Safety**

Have students complete a chart identifying specific weather conditions, risks associated with exercising in these conditions, and safety precautions to take. This could be a take-home activity to promote involvement of parents, families, and communities.

Example:

Exercising Safely Outdoors		
Weather Conditions	What Could Occur while Exercising in These Conditions	Safety Precautions to Take
Hot (Consider humidex values.)	<ul style="list-style-type: none"> • Heat cramps • Heat exhaustion • Heatstroke 	<ul style="list-style-type: none"> • Stay out of the sun. • Limit activity. • Dress properly—light, loose-fitting clothing. • Drink plenty of fluids.
Sunny (Consider Ultraviolet Index values.)	<ul style="list-style-type: none"> • Sunburn • Sunstroke 	<ul style="list-style-type: none"> • Stay in shaded areas. • Wear a hat. • Wear a light T-shirt. • Apply sunscreen.
Cold	<ul style="list-style-type: none"> • Hypothermia • Frostbite • Chilblain • Cold allergy 	<ul style="list-style-type: none"> • Cover the head, face, and neck as much as possible. • Wear layers of non-restrictive clothing. • Avoid sweating that results in wet clothing and chills. • Stay dry.
Windy (Consider wind-chill factors.)	<ul style="list-style-type: none"> • Frostbite • Hypothermia 	<ul style="list-style-type: none"> • Cover the head, face, and neck as much as possible. • Wear layers of non-restrictive clothing. • Avoid sweating. • Stay sheltered from the wind.

◆ **Learning Outcome Connection**

After students have participated in the outdoor physical activities suggested for learning outcome S.1.6.C.1, discuss the safety considerations of participating in particular environments (e.g., snow conditions, wet conditions, cold or hot conditions).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

◆ **Paper and Pencil Task: Outdoor Exercise Safety**

Teacher Assessment: Inventory

Have students provide one example for each of the weather conditions identified on the Exercising Safely Outdoors chart.

Suggested Criterion:

Look for

- number of correct responses



PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.6.A.3 Recognize reasons (e.g., safety, personal hygiene, comfort, ease of movement...) **for appropriate dress for physical activities in different weather and environmental conditions** (e.g., sunny, cold, windy, wet...).

Curricular Connections

ELA:

GLO 3—Manage ideas and information.

PE/HE:

GLO 1—Movement (S.1.6.C.1)

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connection**

Have students participate in the activities suggested for learning outcome S.1.6.C.1. Brainstorm reasons for selecting clothing on the basis of activities and weather conditions.

◆ **Clothing Survey**

Have students survey other students to find out what clothing is appropriate for various activities in specific weather and environmental conditions.

Example:

Clothing Survey		
Activity	Appropriate Clothing	Reasons
Track Meet— hot, sunny		
In-line Skating— rainy		
Ice Skating— cold, windy		
Cross-Country Skiing— sunny, - 4° C		
Snowshoeing— cold, snowing, in the country		
Other		



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that students know it is important to stay warm and dry in all cold weather situations. In cold, windy weather, appropriate clothing must be worn to prevent frostbite and hypothermia. In hot weather, clothing and sunscreen must be worn as protection from sunburn, heatstroke, and sunstroke.

Contact provincial sport organizations for more information on appropriate clothing.

◆ **Paper and Pencil Task: Clothing Survey**

Teacher Assessment: Inventory

Have students complete the survey, identifying appropriate clothing for selected activities and indicating why it is necessary.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.5.A.4 → K.3.6.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use (e.g., protruding objects, condition of the floor, mats in jumping/landing activities...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement</p> </div>	<p>◆ Safety Guidelines</p> <p>Brainstorm with students the safety rules and behaviours related to equipment and facility use prior to any physical activity. Ensure that students have a clear understanding of the potential hazards and risks.</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> • How can we keep ourselves safe in this activity? • How can we keep others safe in this activity? • What are some of the safety rules we will have to follow to ensure that everyone is safe?
	<p>◆ Safety Rules</p> <p>Before students participate in a physical activity, have them develop a safety checklist. Following the activity, have students self-assess their ability to play safely, using the student-designed safety checklist.</p>
	<p>◆ Safety Audit</p> <p>Develop a list of unsafe features related to the gym and equipment that students should be aware of. Divide students into groups and have them conduct a safety search of the facility and equipment. Ask students to report any unsafe feature and fill out an Exit Slip of one guideline for safety that should be followed related to the facility and equipment.</p>

**TEACHER NOTES**

For safety guidelines for specific physical activities or sports, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Portfolio: Safety Rules**

Teacher Assessment: Checklist

Have students create a journal entry about a specific physical activity or sport, including the safety rules, risks, and hazards related to the equipment and facilities.

Suggested Criteria:

The students

- name the activity or sport
- identify where it can be played
- describe when it can be played
- state safety rules
- list associated risks and/or hazards
- describe an experience when they participated in the activity, including information such as when and where they played, with whom, and how they felt about it

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.5.A.5a ➔ K.3.6.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

PE/HE:

GLO 1—Movement (S.1.6.C.1)

◆ **Learning Outcome Connection**

Have students participate in the activities suggested for learning outcome S.1.6.C.1. Have them brainstorm potential risk situations and safety practices prior to participation in the activities.

Examples of Safety Practices:

- Jog in a well-lit area.
- Cycle with a helmet.
- Toboggan away from roadways.
- In-line skate using protective gear.
- Ski according to ability.
- Snowshoe in a safe area.

◆ **What’s Behind You?**

Post safety rules for selected alternative pursuits. Have students line up in front of the poster in pairs, with partner A facing the poster and partner B facing away from the poster. Partner A asks partner B to identify safety rules listed on the poster. Have students switch roles so that each student has the opportunity to check for understanding.

K.3.6.A.5b Outline the emergency steps (e.g., stay clear of traffic, seek help, apply basic first aid...) **related to bicycle incidents or accidents.**

Curricular Connections

ELA:

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

◆ **Bike Safety Program**

At one of the stations in a Bike Safety Program, have students role-play the emergency steps to take in response to a bicycle incident or accident. An informed leader directs students through the correct steps.

◆ **Guest Speaker**

Invite a knowledgeable guest speaker from the local police department to speak to the class about the emergency steps to take in relation to bicycle incidents or accidents. To encourage active listening, use the LAPS Frame (see *Success for All Learners* 6.54).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Check local school/division/district policies for risk-management procedures on selected activities.

◆ **Questioning: What’s Behind You?**

Peer Assessment: Inventory

Have students participate in the suggested learning activity and check for understanding of potential safety risks related to environments for selected alternative pursuits.

Ensure that students are aware of the steps to take in relation to bicycle accidents:

- Seek adult help when possible.
- Stay clear of traffic.
- Do not come in direct contact with body fluids.
- Do not attempt to move persons involved.
- If persons involved can move themselves, assist them off the roadways when safe to do so.



◆ **Paper and Pencil Task: Bike Safety Program**

Teacher Assessment: Checklist

Use the information on first aid and bike safety to create a written test on bike safety rules, hazards, and first-aid practices.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Sticky Situations**

Write the headings “Safe” and “Unsafe” on a large board. Have each student write one safe and one unsafe situation related to playgrounds, on self-adhesive paper. Put all the notes on the board in random order. Ask individual students to take one of the notes, put it under the appropriate heading (Safe or Unsafe) on the board, and explain the reason for their choice. For example, chasing someone on a playground structure may cause someone to trip or fall. Each situation will vary, depending on the student’s interpretation.

Variation: Repeat the same exercise for situations related to Internet use, shaken baby syndrome, and babysitting.

Examples of Unsafe Situations:

- Kitchen
 - allowing pot handles to stick out from the stove
 - playing with window-blind cords
- Playground
 - playing on broken equipment
 - neglecting to follow school playground rules
 - getting separated from a group
 - talking to strangers
- Babysitting
 - telling someone that parents are not home
 - leaving children unattended
 - tossing children into the air in a playful manner
 - shaking a baby
- Internet Use
 - talking on a chat line
 - giving out your name (or someone else’s name)

◆ **Babysitter’s Survival Bag**

Have students make a babysitter’s survival bag. Individually or with a partner, students decide what should go into the bag and then bring their items to the next class. As they present each item, they explain why they chose it and how they would use it. Items might include: bandages, art paper, safe toys for different age levels (e.g., infant, toddler, pre-school, school age), and emergency telephone numbers.



TEACHER NOTES

Remind students that when they are babysitting, they must be responsible and alert for possible unsafe situations. Indicate that part of being responsible means calling the parents if anything is potentially unsafe for yourself or the child (e.g., prank or threatening calls, someone watching the house, someone following you, the child not calming down after a long period of your trying several different things). It is better to take precautions than to be caught in an unsafe situation.

Be alert for students who indicate that they are living in unsafe situations (e.g., with an abusive parent, an alcoholic parent, a violent or threatening sibling). Refer the students to a counsellor, a school administrator, or an agency that can provide immediate support and assistance.

Shaken Baby Syndrome:

Injuries can occur in as little as five to 20 seconds of vigorous shaking.

Vigorous shaking can include: tossing a child into the air while playing, shaking a baby with frustration, and causing jarring movements in a child carrier/trailer.

Shaken baby syndrome can occur in babies from birth to four years old.

When shaken, the brain moves around in the skull, rupturing blood vessels and nerves throughout the brain and tearing tissue. This causes swelling of the brain.

For additional information, see the following websites:

- Canadian Red Cross:
<<http://www.redcross.ca>>
- Health Canada:
<<http://www.hc-sc.gc.ca>>



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Ask students to write one unsafe situation for each of the following categories and to suggest one way to make each situation safer:

- kitchen
- playground
- babysitting
- talking on a chat line
- at a shopping mall
- other

Suggested Criteria:

The student

- describes one unsafe situation
- suggests one way to make the situation safer

◆ Observation: All Activities

Teacher Assessment: Checklist

Observe whether the student correctly describes

- a safe situation while caring for self
- an unsafe situation while caring for self
- a safe situation while caring for others
- an unsafe situation while caring for others

TEACHER NOTES (continued)

Playground Safety Practices:

- Respect apparatus.
- Report suspicious activities.
- Wear protective equipment when necessary.
- Check for uniformity of playing field and for hazards.
- Follow school and activity rules.
- Retrieve equipment safely from roadways.

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Internet Use:

- Follow school/division/district policy.
- Be wary of unsafe chat lines.
- Never give out personal information unless it is approved by a parent/guardian.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.6.B.3 Show an understanding of basic injuries/conditions (i.e., bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, apply compression, avoid touching/handling body fluids).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p>◆ First Response</p> <p>Display the basic first-aid procedures on an overhead projector and discuss the purpose of each. Be sure to discuss the importance of avoiding touching/handling body fluids. Ask students to list a variety of injuries, including bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, and hypothermia. Select specific injuries and write them on index cards. Have students form groups and give an index card to each group, asking students to research the first-aid procedures for the particular injury or condition. Remind students to follow the general first-aid procedures. Ask groups to present their research to the class.</p> <p>General First-Aid Procedures:</p> <ol style="list-style-type: none"> 1. Check for safety for yourself, bystanders, and the victim, and survey the scene. 2. Check for consciousness of the victim and look for the mechanism of injury. 3. Call an adult for help or call Emergency Medical Service (EMS). 4. Get the victim to rest and reassure the person. 5. Avoid touching body fluids. 6. Never move a victim unless you have to. 7. Try to get as much information as possible about what happened. <p>◆ The Accident Scene</p> <p>Have each student draw a picture to represent a realistic scene that includes injuries or conditions requiring first aid. On the back of the paper, students list what has occurred and what first aid should be carried out.</p> <p>Examples of Situations Requiring First Aid:</p> <ul style="list-style-type: none"> • a car/bicycle accident • a wilderness/camping trip where there are hot/cold injuries or bone/joint injuries • a fall from a great height • farm accidents

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Due to the transmission of various diseases through body fluids, ensure that students know the importance of using a barrier device (e.g., gloves, plastic bag) to protect themselves from having contact with body fluids.

Basic Injuries/Conditions:

- **Bleeding**—blood escaping from a wound.
- **Frostbite**—the freezing of body tissue caused by exposure to cold temperatures for a period of time.
- **Heat exhaustion**—a condition caused by loss of water and salt. It occurs when a person is exposed to excessive heat over time.
- **Heatstroke**—sunstroke; a life-threatening emergency caused by prolonged exposure to high heat.
- **Hyperthermia**—elevated body temperature.
- **Hypothermia**—a serious loss of body heat that caused the body temperature to fall well below normal.

First Aid for Bleeding (RED):

- **Rest:** Have the victim sit or lie down.
- **Elevation:** Keep the injured part elevated to stop bleeding.
- **Direct Pressure:** Use a sterile dressing and a barrier device (gloves) and apply direct pressure to the wound. Whenever possible, have the victim hold the dressing.

(continued)

◆ **Paper and Pencil Task: First Response**

Teacher Assessment: Inventory

Have students complete a quiz on general injuries/conditions and first-aid procedures.

First Response Quiz

1. What does EMS stand for? (Emergency Medical Service)
2. What is the number for EMS where you live? (911 or local number). If no EMS is available, what number would you call?
3. Why is it important not to move an injured person? (You might make the injury worse.)
4. What could you say to reassure someone? (“You will be all right. Everything will work out.”)
5. What should you do for someone with hypothermia? (Get the person out of the cold immediately and warm up the person.)
6. If someone is suffering from heat exhaustion, what should you do first? (Get the person out of the heat.)
7. What is the first aid for bleeding? (rest, elevation, direct pressure)
8. What is a barrier device? (It is a non-porous material used to protect the rescuer.)
9. Why is it important to use a barrier device? (It helps you avoid contact with body fluids.)
10. What do you do if someone is aggressive and threatens to hurt you? (Back away, and do not interfere. Never put your safety at risk.)
11. What could you use to control severe bleeding? (Use a pad of cotton, triangle bandages, sterile dressings, clean clothing.)

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.6.B.3 <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Victims, Rescuers, and Bystanders**

Write various scenarios requiring first-aid procedures on index cards. Have students form groups of four to act out the scenes. One person is the victim, one is the rescuer, and two are bystanders.

Examples of Scenarios:

- **Bleeding:** At a baseball game, a player slides into a base. The player cuts a knee on the metal peg, which results in a large gash. How would you stop the bleeding?
- **Frostbite:** At recess you go outside without having your ears covered. At the end of recess, your ears feel numb and appear to be greyish. What should you do?
- **Heat Exhaustion:** A group has decided to participate in a wilderness hike in the middle of a hot and humid day. One individual did not bring any water. As the hike goes on, this person says he or she is nauseous, has a headache, and feels dizzy. What should you do?
- **Heatstroke:** You are at a track meet and a friend of yours is competing in several long-distance running events. The conditions are very hot and extremely humid. Your friend is vomiting, feels dizzy, and complains of a headache. What should you do?
- **Hypothermia:** You are out on your snowmobile and it breaks down. You start to walk for help, but start to feel cold and begin to shiver. By the time you find help, your lips are blue and your speech is slurred. What should someone do to help you?
- **Other**


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
First Aid for Frostbite:

- Ensure that the individual is warm and comfortable.
- Immerse entire frozen part in water that feels luke warm. Do not apply direct heat.
- Do not rub the affected area.
- Seek medical help.

First Aid for Heat Exhaustion:

- Move the person to a cool environment and allow him or her to rest.
- Give the person half a glass of cold water every 15 minutes.
- Loosen tight clothes and remove any clothes soaked with sweat.
- Put cool, wet clothes next to the person's skin.

**First Aid for Heatstroke/
Hyperthermia:**

- Call for emergency help.
- Remove the person from the source of heat.
- Cool the person with cool, wet clothes or soaked towels.

First Aid for Hypothermia:

- Treat the person very gently and monitor the breathing.
- Remove any wet clothes and dry the person.
- Move the person to a warm environment.
- Wrap the person with warm blankets.

For more information, read a current edition of a first-aid manual.



(continued)

◆ Performance Task: Victims, Rescuers, and Bystanders

Peer Assessment: Inventory

Ask groups to assess the role-plays of their peers.

Suggested Criteria:
The rescuer

- checked for safety
- called an adult or EMS for help
- reassured the victim
- avoided touching body fluids
- asked appropriate questions of the bystanders and the victim
- got help from bystanders when needed

The victim

- answered questions related to the injury/condition
- accurately demonstrated the signs and symptoms of the injury/condition

The bystander

- remained calm
- helped out where needed
- kept others under control
- stayed at the scene to help out

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Accidents Happen**

As a class, brainstorm a list of potential accidents/dangerous situations (e.g., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting). In pairs, students write down who could help and how they could help. Record answers in a chart.

Example:

Responding to Accidents		
Accident/Situation	Who Could Help	How They Could Help
Vehicle: Car hits a pedestrian.	Block Parent	Telephone EMS. Perform general first aid.
Bicycle: Bike rider hits a tree.	Friend	Perform basic first aid.
Water: Swimmer hits head diving into unknown water.	Lifeguard	Call EMS. Perform first aid.
Fire/Smoke: Pan of grease on stove catches fire.	EMS, fire department, adult	Put lid on pan. Put out fire.
Choking: Child swallows a coin.	Adult, babysitter (if trained)	Apply abdominal thrusts.
Thin Ice: Person walking on ice falls through (hypothermia).	EMS, friend	Throw a line to victim. Perform first aid.
Violence: Someone is stabbed with glass.	Police	Treat person and get medical help.
Shaken Baby Syndrome	Child and Family Services	Investigate and provide help.
Babysitting: Child falls down stairs.	Parent, neighbour	Perform basic first aid.

Variation: Once the chart is completed, cut it up to use as a text-reconstruction activity or puzzle, lining up pieces correctly for each accident or situation.

◆ **Game Show**

Select two teams of students (three or four students per team) and ask the teams specific questions related to ways to seek help for different accidents or situations. The first team to buzz or ring a bell, signifying that the team knows the answer, proceeds to answer the question. If the answer is correct, the team gets a point. If it is incorrect, the other team gets a chance to answer for a point. Rotate the teams after every three or four questions.


TEACHER NOTES

Ensure that students understand the importance of recognizing the need for seeking help, especially while babysitting or when on their own.

Advising students on “whom to call” for help or “where to go for help” will depend on the geographical location of their community. For example, some remote areas will not have an EMS telephone number.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Accidents Happen

Teacher Assessment: Checklist

Have students line up in two rows facing each other. The persons on one side take turns stating a kind of accident and the persons opposite them say how they would get help. Have students switch roles once they go through the line so that each student lists one accident and identifies one way to get help.

Suggested Criteria:

The student knows how to seek help for various situations involving

- vehicles
- bicycles
- water (drowning)
- fire/smoke
- choking
- thin ice
- violence
- shaken baby syndrome
- babysitting
- other (e.g., accident involving lawn mover, farm equipment, cutting implements)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.3.4.A.1 ⇨ S.3.6.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).</p>	<p>◆ Safety Guidelines</p> <p>Brainstorm with students the various safety guidelines and behaviours specific to various locations, activities, and pieces of equipment.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p>	<p>Examples:</p> <ul style="list-style-type: none">• change-room procedures/rules• climbing-frame guidelines/rules• routines for division and use of activity space• proper use of portable equipment (e.g., balls, racquets, floor hockey sticks, baseball bats, gymnastics mats)• use of fixed equipment (e.g., tetherball poles, playground structures, basketball backboards, baseball backstops, curtains or folding wall dividers)• reporting injuries, medical problems, equipment breakage, and hazards to the teacher <p>Have students explain why the guidelines are necessary and demonstrate rules and routines for safe activity participation and equipment use throughout the year.</p>



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activities and safe handling of gym equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

Establish rules and procedures early in the year and reinforce them throughout the year.

For information related to safety and liability, refer to Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts).

Important safety information is available in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students' age and mental and physical condition
- instruction is sequential and progressive to ensure safety
- students receive specific instruction about how to use and handle equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed from the facility or field of play
- change-room rules are posted inside change room



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: All Activities

Teacher Assessment: Scoring Rubric

Use the following rubric to assess student performance related to safe participation in physical activities.

Safety Rubric	
Scale	The student
4	• consistently follows safety routines and rules in given situations
3	• frequently follows safety routines and rules in given situations
2	• sometimes follows safety routines and rules in given situations
1	• rarely follows safety routines and rules in given situations

◆ Observation: Safety Guidelines

Group Assessment: Anecdotal Notes

At the end of the class, have students note on a Safety Clipboard any safety infractions they dealt with during the class or at recess that day. Review the clipboard contents daily and review the contents with the class periodically (immediately if the infraction causes danger).

TEACHER NOTES (continued)

Teachers must be aware of the criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care. For more information, see page 15 of the Framework Excerpts.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.3.6.A.2 Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids...) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Role-Play**

Discuss with students the basic first-aid procedures. Write various scenarios of common injuries/conditions on pieces of paper. Have students work in pairs, assigning one person to be the victim. The victim takes a piece of paper that has a scenario on it, goes back to the partner, and the pair acts out the scenario. The partner tries to treat the patient with the proper first aid.

Examples of Scenarios:

What if a student...

- fell and hit his or her head on the floor in a gymnastic activity?
- fell off a high playground structure and hurt his or her back?
- got a severe cut near an eye from a floor hockey stick?
- fell from a climbing rope and broke a wrist?
- had an asthma attack after playing a game of tag?
- jumped up to catch a basketball and sprained an ankle?
- fell while running and bruised a knee?
- bumped into someone and got a nosebleed?
- got a sliver from a bench while doing a fitness circuit?
- fell on a hard-top surface and cut and scraped a leg?

◆ **Dangerous Fluids**

Discuss the dangers of coming into contact with body fluids and how to prevent contact.

◆ **Get Help, Don't Give Help**

Discuss situations in which the student should **not** try to administer first aid, when it would be better just to get help.

◆ **Research First Aid**

Have students make appropriate inquiries to determine basic first-aid procedures. They could compare information available from different sources.



TEACHER NOTES

Serious or emergency conditions involving head injuries, back or neck injuries, severe bleeding, fractures, allergic reactions, or asthma attacks require students to seek adult help immediately. Schools should have established procedures for dealing with medical emergencies and advise students of these procedures. Students need to develop an understanding of how to treat personal minor injuries such as strains, sprains, contusions, nosebleeds, blisters, scrapes, scratches, and cuts. Contact the Manitoba Safety Council for more information on first aid and a babysitter’s course.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Role-Play**

Self-Assessment: Inventory

Have students fill a chart such as the following after they have participated in the role-play.

Suggested Criterion:

Look for

- the ability to demonstrate a correct procedure (plan of action) for each injury or condition

Example:

First-Aid Treatments	
Injuries/Conditions	Plan of Action
Head injuries	Seek adult help immediately.
Neck or back injuries	Seek adult help immediately.
Severe bleeding	Seek adult help immediately.
Fractures	Seek adult help immediately.
Allergic reactions	Seek adult help immediately.
Asthma attacks	Seek adult help immediately.
Strains and sprains	Apply the RICE principle: rest, ice, compression, elevation.
Contusions	Apply cold cloth or ice.
Nosebleeds	Sit down, bend slightly forward, and pinch nostrils together. If helping someone else, wear gloves.
Scrapes, scratches, and cuts	Clean affected area with water. Put on bandage.
Poison	Call poison control centre. Seek adult help immediately.
Burns	Immerse affected area in cold water.



Safety Outcomes: Grade 6



Knowledge

- K.3.5.A.1** \Rightarrow **K.3.6.A.1** Show an understanding of safe practices (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) when helping others while practising in regular or modified physical activities.
- K.3.6.A.2** Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frostbite...).
- K.3.6.A.3** Recognize reasons (e.g., safety, personal hygiene, comfort, ease of movement...) for appropriate dress for physical activities in different weather and environmental conditions (e.g., sunny, cold, windy, wet...).
- K.3.5.A.4** \Rightarrow **K.3.6.A.4** Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use (e.g., protruding objects, condition of the floor, mats in jumping/landing activities...).
- K.3.5.A.5a** \Rightarrow **K.3.6.A.5a** Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).
- K.3.6.A.5b** Outline the emergency steps (e.g., stay clear of traffic, seek help, apply basic first aid...) related to bicycle incidents or accidents.
- K.3.6.B.1** Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome).

Knowledge (continued)

- K.3.6.B.3** Show an understanding of basic injuries/conditions (i.e., bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, apply compression, avoid touching/handling body fluids).
- K.3.6.B.4** Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).

Skills

- S.3.4.A.1** \Rightarrow **S.3.6.A.1** Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).
- S.3.6.A.2** Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids...) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks...).

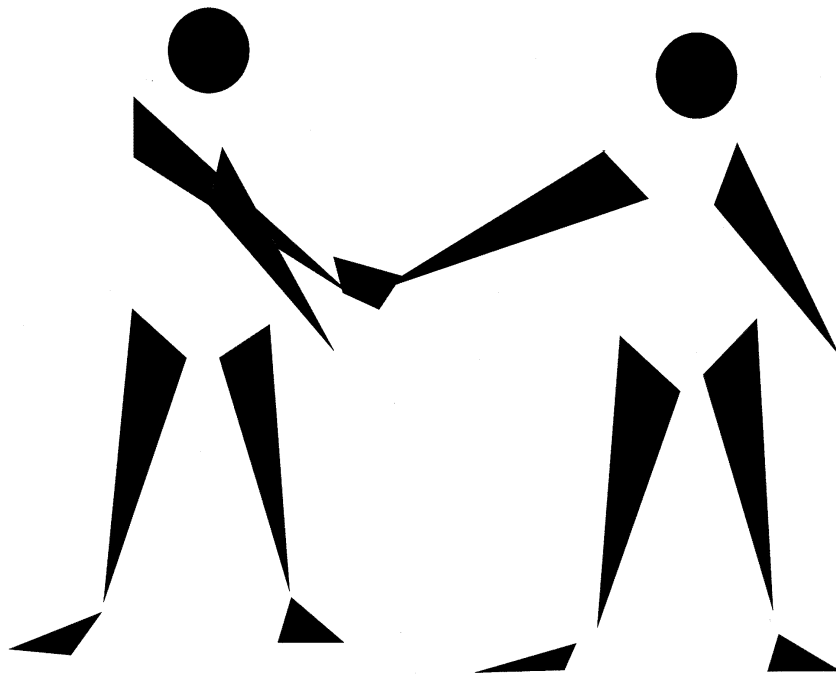
Attitude Indicators

- 3.1 Show respect for safety of self and others.
- 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.

Grade 6

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>□ K.4.6.A.1 Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) that contribute to the development of personal identity, self-confidence, and self-efficacy.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Identity Map**

Have students put a picture of themselves in the middle of a piece of poster paper. Ask them to write a list of their individual characteristics around the picture (e.g., gender, culture, family, religion, community, appearance, interests, hobbies, preferred learning approaches). Encourage students to discuss the characteristics that help build self-confidence. Have students display their posters.

◆ **FACTORS**

Ask students to write paragraphs describing themselves, using the acrostic **FACTORS**:

F (family members and/or favourite foods)

A (special abilities)

C (clothing representative of their culture)

T (mode of transportation they or their family commonly use)

O (current or former occupations of parents/guardians, if applicable)

R (religion, if applicable)

S (shelter—where they live)

◆ **Name Fame**

Have students choose the name of a classmate from a list and write a poem about this person’s unique characteristics. Characteristics must be worded positively.

Examples of Acrostic Poems:

Energetic	Shiny hair
Medium-length brown hair	Tall
Intelligent in music	Athletic
Laughs a lot	Caring
Yugoslavian	Youthful

See 5–8 *ELA*, Strategies–69 to 71 for additional Poetry Frames.

◆ **Celebrate Diversity Day**

Have a day in the class when all students share something unique about themselves, such as

- a dance they can perform
- a unique skill (e.g., juggling, singing) they have
- something important they have learned from an elder, a family member, or a special person
- something they collect



TEACHER NOTES

Treat this learning outcome with sensitivity since students may feel self-conscious of personal traits, background, or parents' occupations. Ask students to focus on positive traits of self or others.

Pictures of students can be taken with a digital camera and printed for use in the classroom.

Aboriginal Link:

For a list of resources, refer to *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis* (Manitoba Education and Training).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher Assessment: Checklist

Observe whether the student is able to describe personal characteristics that contribute to personal identity, self-confidence, and self-efficacy.

- Yes
 No

◆ **Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Ask students to reflect, in their journals, about their unique characteristics.

After students have participated in an activity suggested for this learning outcome, have them answer the following questions:

- What surprised you about yourself or about others?
- What did you learn about yourself?

Suggested Criterion:

Look for

- the student's ability to identify a variety of personal characteristics

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.4.6.A.2a Identify and revise short- and long-term goals (e.g., using a student planner for school work, training for a marathon relay team, saving money...) for personal management (i.e., tasks, time, responsibilities).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. PE/HE: GLO 2—Fitness Management (S.2.6.A.3b)</p>	<p>◆ Intersecting Goals</p> <p>Ask students to brainstorm a list of short-term and long-term goals. Use a Venn diagram to record the suggestions. Where the circles intersect, list the goals that could be both long-term and short-term.</p> <p>Discuss why goals may need to be revised. For example,</p> <ul style="list-style-type: none"> • goals/steps are unrealistic (tasks) • tasks are too difficult (tasks) • something unexpected happens (time) • too busy (time) • illness (time) • needs or wants change (responsibilities) • responsibilities change (responsibilities)
	<p>◆ Picture a Goal</p> <p>Have students pick one goal they would like to accomplish in the next month. Using four boxes, have them draw or list what tasks would need to be accomplished by the end of each week.</p>
	<p>◆ Goalies in the Net</p> <p>Have students dramatize a series of “plays” (as opposed to “steps”) needed to accomplish a long-term goal. The individual plays represent the short-term goals, and the long-term goal is the final goal, which is written in the net.</p> <p>Ask students to draw a diagram of all the plays (see teacher notes) they need to accomplish before achieving their final goal.</p> <p>Example of Plays to Complete a Science Project:</p> <p>Play 1: Gather materials (science experiment equipment, books, cardboard poster, paper, pen).</p> <p>Play 2: Conduct the experiment.</p> <p>Play 3: Write the first draft of the report.</p> <p>Play 4: Have the report peer edited and make revisions.</p> <p>Play 5: Complete the final copy.</p> <p>Play 6: Mount the report on the board.</p> <p>Goal: Science project is done in six easy plays.</p>



TEACHER NOTES

When setting long-term goals, have students consider

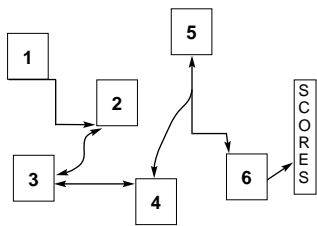
- what they would like to accomplish in the future
- where they would like to be in 10 years

When setting short-term goals, have students consider

- available time, resources, and supports
- current responsibilities, such as babysitting, family functions, other jobs or commitments, lessons they attend, and work they need to complete for their education

For a variation, students may want to use a sport theme analogy to show the plays (e.g., hockey, football, basketball). Students can hold the actual game equipment as they call out the various plays.

Plays to Reach a Goal



Refer to BLM 5–11: Goal Setting.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: All Activities**

Teacher Assessment: Scoring Rubric

Interview students to discuss their personal long-term and short-term goals.

Suggested Criteria:

Use the following criteria to assess students’ responses.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • is able to set realistic goals, identifying both short-term and long-term goals • is able to discuss how setting goals will help him or her manage life more effectively
2	<ul style="list-style-type: none"> • has some difficulty setting realistic short-term and long-term goals • has minimal understanding of how setting goals might help him or her manage life more effectively
1	<ul style="list-style-type: none"> • has difficulty identifying short-term and long-term goals • lacks the ability to see how setting goals might help him or her manage life more effectively

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.4.6.A.2b Determine effective time-management techniques and organizational skills (e.g., making lists, setting priorities...) for personal planning (e.g., preparing for tests, examinations, projects, competitions...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Works for Me**

Have students come up with a list of time-management techniques, organizational skills, and planning skills in preparation for a class assignment/project or a test/examination. Ask each student to contribute examples of effective skills to include in a class book or a form for parents/guardians to sign.

◆ **I’m Late, I’m Late**

Discuss the benefits of effective time management. Have students respond to the following statements/questions either individually or with a partner:

- Good time management leads to...
- Poor time management leads to...
- A good time manager...
- A poor time manager...
- What does good time management look like?
- What does good organization look like?
- What does good organization feel like?

Discuss the various responses.

◆ **A Look Inside**

Ask students to draw a picture of or describe orally how the inside of their own desk looks, without making any changes. Then ask them to draw or describe orally how it could be reorganized and set up to be more efficient.

Variation: Have students take a snapshot or draw a picture of their room at home before and after they reorganize it. Ask them to have their parents/guardians assess what they have done to get more organized.

◆ **Binder Check**

Have pairs of students assess each other’s binder and list five tips for improving its organization (e.g., hole punch all pages, date and use headings on each page, keep pages in correct order, use a ruler for making lines, improve outside binder appearance, write more neatly).



TEACHER NOTES

Helping students plan and prepare for school assignments or tests is valuable. Encourage students to share information related to this learning outcome with an adult at home so that the information can be reinforced.

Good time managers

- consider the unexpected
- leave extra preparation time
- make lists
- prioritize tasks
- set goals
- have organized notes
- designate study/work time
- take responsibility

Good time management leads to

- assignments done on time
- less stress
- more time for leisure activities
- positive self-esteem

It is advisable to break long-term assignments into shorter ones with mini-deadlines. Record all deadlines in an agenda book, if possible.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Works for Me**

Teacher Assessment: Rating Scale

Have students fill out a form such as the following to determine effective time-management techniques and organizational skills for personal planning.

Personal Planning: Rating Scale				
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
<ul style="list-style-type: none"> • identified effective ways to plan related to <ul style="list-style-type: none"> — making lists — prioritizing tasks — setting goals — making a schedule — making a commitment — being self-disciplined — other 				
<ul style="list-style-type: none"> • showed strong time management and organization by <ul style="list-style-type: none"> — preparing for the test — preparing for the examination — writing the examination — completing the project — being self-disciplined/self-motivated — other 				

Variation: Ask students to take home the above assessment form/rating scale and have a parent/guardian assess them.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.6.A.3 Describe how personal factors (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) **and social factors** (e.g., peers, friends, trends, society, culture, media, advertising...) **influence making responsible and health-enhancing decisions** (e.g., participating in daily physical activity...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 2—Fitness Management

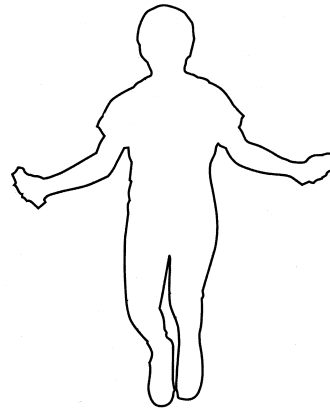
SS:

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

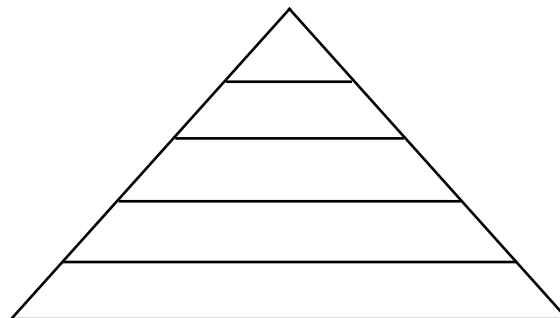
◆ Decisions I Make...

Discuss personal and social factors that affect decision making. Have students brainstorm examples of healthy lifestyle decisions that they make daily (e.g., exercising, brushing teeth, not smoking, not drinking soft drinks). Have them draw an outline of a person to represent themselves. On the inside of the figure, students list personal factors that affect their decision making. On the outside of the figure, they list the social factors that also affect their decisions. Have students share the personal and social factors that they observed to create a class list.



◆ Decision Pyramid

Ask students to design a pyramid to outline factors that are important to their decision making. They begin with the top triangle and then work their way down, listing people and things that affect their decisions in order of importance, with the top being most important.



Have each student share and discuss his or her pyramid with another person. Have volunteers present their pyramids to the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that students recognize that different factors influence people to varying degrees. Factors that may be a top priority for some may not even be considered a priority for others.

◆ **Journal/Learning Log: Any Activity**

Teacher Assessment: Anecdotal Notes

Ask students to write, in their journals, about how they make health-enhancing decisions. They may focus on an incident when they were influenced by something personal and/or social to make a healthy lifestyle choice (e.g., exercising, eating healthy foods, getting enough sleep, improving personal hygiene, avoiding substance use). For example, how did they decide to begin an activity or to eat more nutritiously?

Suggested Criterion:

Look for

- the students' ability to describe how personal and social factors influence their decisions

If the pyramid does not work for some students, they could use another shape, such as a circle, a rectangle, or something else of their choice.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.6.B.1a Identify the influences (e.g., family beliefs/values, role models, peers, advertising, television, movies...) that help or hinder responsible, social decision making (e.g., choosing friends, choosing activities, communicating with others...).</p>	<p>◆ Influential Factors</p> <p>Ask students to create a collage (using pictures and text) of factors that influence their decision making related to social situations. Under each picture or word, have them write how this factor might help or hinder them.</p> <p>Examples of Influential Factors:</p> <ul style="list-style-type: none">• Picture of friends playing soccer—helps because it encourages me to be more active.• Picture of a teen smoking—hinders because it might encourage teens to start smoking.• Name of a movie with violence—hinders because violence will not solve problems.• The word “truth”—helps because my family taught me to tell the truth and because others will want to be with people who are honest. <p>◆ A Novel Idea</p> <p>Choose fictional stories or scenes from films/movies related to making responsible decisions. Have students identify the influences that may have helped or hindered the decision-making process in the selected case scenarios.</p>

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SS:

Identity, Culture, and Community
Historical Connections


TEACHER NOTES

Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **Define** the topic or issues.
- **Explore** alternatives or options.
- **Check** alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **Identify** possible solutions.
- **Decide** and take action.
- **Evaluate** and revise.

For more information on character, see the following website:
<<http://www.charactercounts.org>>.

Possible Influences:

- parents/guardians
- grandparents
- teachers
- sisters/brothers
- the law
- music
- friends
- spiritual leaders

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>


SUGGESTIONS FOR ASSESSMENT
♦ Paper and Pencil Task: Influential Factors

Teacher Assessment: Inventory

Have students list influences that help and/or hinder their decision making and explain how.

Factors That Influence Social Decision Making			
Influence	Help	Hinder	Explanation/Context
1. Family	X		• provides support
2. Television		X	• is not interactive
3. Movies	X		• could be motivational
4. Team Sports	X		• promote teamwork
5. Peers	X	X	• could help or hinder, depending on context (e.g., pressure to smoke or not to smoke)
6. Other			

Suggested Criterion:

Look for

- the students' ability to list the influences and explain how they help or hinder their social decision making

TEACHER NOTES (continued)

- Online resources that include Aboriginal content, such as CANTEACH: <<http://www.canteach.org/>>



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.4.6.B.1b Recognize personal participation and responsibility (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) in different social contexts.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>

SUGGESTIONS FOR INSTRUCTION

◆ What’s Your Social Score?

Have students develop a list of responsibilities and actions to guide themselves in a variety of social contexts (e.g., in the classroom, on a team, in a group, as a friend, in a restaurant, in a store). Use a chart similar to the one below to record the information.

Example:

Social Context	Responsibility	Action
Community	Respect	Greet people.
School	Compassion	Help others.
Home	Cooperation	Help with chores.

Using the list, have students assess themselves and write an example for one situation. Once they have completed this task, ask them to go through the list and put a star beside the items that they would like to improve in themselves over the next few months.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Invite guest speakers (e.g., elders) to speak to the class about social responsibility and decision making.

◆ **Observation: What’s Your Social Score?**

Teacher Assessment: Checklist

Observe whether the student is able to recognize personal participation and responsibilities in a variety of social contexts.

- Yes
- No

◆ **Journal/Learning Log: All Activities**

Self-Assessment: Inventory

Ask students to answer the following three-part question in a personal journal:

What does responsibility look like, sound like, and feel like related to (fill in the social context)_____?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>□ K.4.6.B.2a Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...).</p>	<p>◆ Quote Me</p> <p>Discuss the characteristics of passive, aggressive, and assertive styles of communication. Have students each write a quotation to represent one of the styles of communication on separate index cards, write their names on the back, and put the cards in a box. Ask students to pick a card, read it, and state what style of communication it represents. Have the student who wrote the quotation indicate whether the response was correct.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> </div>	<p>Examples of Quotations:</p> <ul style="list-style-type: none"> • Aggressive: “They are stupid for not including me.” “Shut up and let me talk.” “I will get you for this.” • Passive: “I’m not good enough to be included.” “Who cares about what I have to say?” “I don’t care.” • Assertive: “I feel sad that you didn’t include me.” “I need you to listen to me.” “I am angry.”
	<p>Variation: Identify three locations in the room/gym to represent the three styles of communication. Have students physically move to the locations that match the examples on the index cards.</p>
	<p>◆ Journal Entries</p> <p>Ask students to record, in their journals, occasions when they had to be assertive or should have been assertive, responding to questions such as the following:</p> <ul style="list-style-type: none"> • Why did you need to be assertive? • What did you say/do? • What were the results of your behaviour? <p>Assess students’ responses in terms of the results.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Read the quotations before they are put in the box to ensure that they are appropriate for class discussion.

◆ **Paper and Pencil Task: Quote Me**

Self-Assessment: Inventory

Have students tally the number of correct responses they guessed during the activity.

___ # of aggressive responses out of ___

___ # of assertive responses out of ___

___ # of passive responses out of ___

◆ **Observation: Quote Me**

Teacher Assessment: Checklist

Observe whether the student is able to identify different styles of communication and list their characteristics.

Yes

No




PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.6.B.2b Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and collaboratively with others.</p>	<p>◆ Find It, Chart It, Do It</p> <p>Discuss what it means to cooperate and collaborate. Ask students to list behaviours that demonstrate working cooperatively and collaboratively with others.</p> <p>Have students prepare for, conduct, and report findings from surveys, following these steps:</p> <ul style="list-style-type: none"> • Students work in small groups to generate a list of interview questions. • All groups work together to create one list for all students to use. • Each student interviews at least four people to survey their opinions related to working with others. • Students record their survey results in a log and then share the information with members of their group. • Each group creates one chart or graph (e.g., pie chart, bar graph, line graph) to represent the behaviours that are important for working cooperatively and collaboratively with others. <p>Variation: After students have played a team game, discuss the behaviours that promoted cooperation and collaboration for each team.</p> <p>◆ Puzzled</p> <p>Ask each student to</p> <ul style="list-style-type: none"> • design a picture to represent working cooperatively and collaboratively with others (e.g., a group of people moving a large item, a team encouraging each other in a huddle, a band performing a song) • separate the picture into small puzzle pieces • exchange puzzles with a partner and assemble the picture <p>◆ Cartoon Collaboration</p> <p>Ask students to bring to class examples of cartoon strips that show characters working or playing together. Divide a bulletin board in half. On one side, group all the cartoons that show characters successfully cooperating or collaborating. On the other side, group all the cartoons that show characters having difficulty cooperating or collaborating.</p>
<p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Observation: Find It, Chart It, Do It**

Teacher Assessment: Checklist

Observe whether the student is able to identify behaviours that are important for working cooperatively and collaboratively with others.

- Yes
- No

◆ **Journal/Learning Log: All Activities**

Teacher Assessment: Inventory

Ask students to list behaviours they can practise to work more cooperatively and more collaboratively with others.

Suggested Criterion:

Look for

- the student’s ability to identify cooperative and collaborative behaviours

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways (e.g., talking out conflicts with safe adult assistance, using self-statements or self-talk for control, using active listening, participating in physical activities...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.
GLO 5—Celebrate and build community.

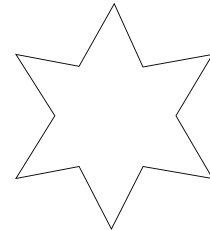
SUGGESTIONS FOR INSTRUCTION

◆ **Six Pointers**

Discuss how to share and express feelings in appropriate ways. Have students draw a six-pointed star, using the points to answer questions such as the following.

Suggested Questions:

- Whom can I talk to?
- What can I share?
- When could I do this?
- Where could I go?
- Why would I want to express myself?
- How could I express my feelings?



◆ **Four Square**

Have students imagine a situation in which they might have intense feelings (e.g., a family member is sick, an argument with a close friend). Ask them to create a four-square diagram, labelled Talk, Think, Do, and Express, and fill it with information about sharing and expressing their feelings in appropriate ways. Encourage them to list at least four points in each square.

Suggested Questions:

Have students answer the following questions in the four squares:

1. Whom can I talk to (e.g., Mom, an elder, a counsellor)?
2. What can I think to encourage myself (e.g., I can get through this.)?
3. What can I do to help me cope more effectively (e.g., exercise, eat properly)?
4. What are effective ways to express myself (e.g., through artwork, music, drama, sports)?

Talk	Think
Do	Express

Variation: Have students share and express their feelings in a sharing circle.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Sharing and Expressing Feelings:

Ensure that students understand that expressing themselves does not mean being negative or using their expression as an excuse to hurt others.

Suggested Answers:

Whom can I talk to?

- parents/guardians
- counsellors
- teachers
- elders
- myself in a journal
- other

What can I share?

- sadness
- frustration
- happiness
- other

When could I do this?

- when someone hurts me
- when I have a conflict or argument with someone
- when I experience family problems
- when I am dealing with friend problems
- other

Where could I go?

- to my home
- to an agency
- to a phone line/helpline
- to an office
- other



◆ **Observation: Six Pointers**

Teacher Assessment: Inventory

Have students write their ideas on a large star on the board or on self-adhesive notes.

Suggested Criterion:

Look for

- the student’s ability to list appropriate strategies for sharing and expressing feelings

◆ **Paper and Pencil Task: Four Square**

Peer Assessment: Checklist

The student is able to list four points for each category:

1. Talk
2. Think
3. Do
4. Express

Talk	Think
Do	Express

Suggested Criterion:

The student

- is able to list specific examples of self-talk, active listening, good communication skills, and participation in physical activities

TEACHER NOTES (continued)

Why would I want to express myself?

- to get “it” out
- to ask for help
- to get a different opinion
- to control myself
- other

How could I express my feelings?

- talk
- write in a journal
- exercise
- design something
- create artwork
- send a letter
- other



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief (e.g., denial, anger, bargaining, sadness, depression, acceptance...), and where to go for help (e.g., family, teacher, school counsellor, elder, religious leader...).</p>	<p>◆ Posted Support</p> <p>Discuss different kinds of loss, such as the loss of</p> <ul style="list-style-type: none"> • an object • a pet • a parent • a friend <p>Discuss different kinds of reactions to loss, such as feeling</p> <ul style="list-style-type: none"> • sad (because the person, pet, or object is gone) • scared • guilty (that you did or didn't say or do something) • worried (that you might also die) <p>Have students create a class mural of people, places, and things that could help them cope with loss.</p> <p>◆ Stages</p> <p>Ask students to write each stage of grief on a separate page of blank paper, fold each paper into three equal sections, and label these sections Looks Like, Sounds Like, and Feels Like. Have students work with a partner to list the characteristics of the different stages. On the back of the paper, they list people/places they could go to for help (e.g., family, teacher, school counsellor, elder, spiritual leader).</p> <p>◆ Helping Hands</p> <p>Ask students to write five different ways to help out friends who are experiencing a loss (e.g., take their homework to them, make them a snack, phone them to chat, write them a poem, take them for a walk, draw them a picture). Have students trace their hand on a piece of blank paper and put one idea for helping a friend on each finger and the thumb. Post the hands on a bulletin board.</p> <p>Variation: Have students determine five different ways to help out in a loss or grief situation that is described in a story, poem, song, or film.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Grieving—a period of sadness following a loss.

Be sensitive to students who may currently be experiencing a loss. Encourage students to access the support systems that are available to the school (e.g., school counsellor, elder, clergy).

Provide students with time to reflect about their own personal losses. Some students will be reminded of a loss they have experienced.

Everyone will have a unique reaction to loss. There is no “normal way” to grieve. Although there are some typical stages through which people progress while grieving, these stages occur at different times and they are experienced differently by each person.

Stages of Grief:

Note that the following stages of grief (identified by Elisabeth Kübler-Ross) are not linear. People work through them at different rates and to various degrees. Some stages may occur more than once and in a different order:

- **Denial**—refusal to believe what has happened.
- **Anger**—easily agitated, blaming others for the loss.
- **Bargaining**—attempt to make a deal in exchange for having things the way they were before.
- **Sadness**—feeling unhappy and gloomy. May not feel motivated to do anything.

◆ **Journal/Learning Log: Stages**

Teacher Assessment: Checklist

Ask students to write, in their journals, about a time they experienced a loss, or a time they observed someone who was dealing with a loss.

Have students answer the following questions:

1. What did you notice about this loss experience?
2. What emotions did you have or observe?
3. Where did you go for help?
4. To whom did you go for help?
5. Who are some people who helped?
6. What are some of the stages of loss you experienced or observed?

Suggested Criteria:

Look for the student’s ability to

- list a range of emotions
- identify the stages of grief
- list people/places to go to for help

◆ **Paper and Pencil Task: Helping Hands**

Teacher Assessment: Checklist

Observe whether the student is able to list at least five people, places, or things that would help someone cope more effectively with loss.

- Yes
- No

TEACHER NOTES *(continued)*

- **Depression**—feeling there is no purpose to life anymore. May be accompanied by periods of guilt and overwhelming sadness.
- **Acceptance**—realizing that life has to go on and you can accept your loss.

For stories or films related to loss and grief, check resources available at the Instructional Resources Unit (Library), Manitoba Education and Youth:

<<http://libinfo.merlin.mb.ca>>.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.6.C.2 Identify the personality traits (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in a stressful situation).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Bouncing Back**

Discuss what enables some people to handle stressful events. List examples of traits that contribute to this resilience (e.g., humour, flexibility, patience, perseverance, understanding, getting along with others, independence, feeling of self-worth). Have students work in groups to write a short story about someone who uses these personality traits to help him or her deal with a stressful situation. Ask students to read or present their story using a dramatic play.

◆ **Trace the Trait**

Using stories, films, or movies that involve individuals responding to stressful situations and bouncing back, identify the personality traits that are demonstrated.

Example:

How Characters Respond to Stress		
Stressful Situation	Traits Demonstrating Stress Handled Well	Traits Demonstrating Stress Handled Poorly
<ul style="list-style-type: none"> Losing a pet. 	<ul style="list-style-type: none"> Working out at gym. Talking to a friend. 	
<ul style="list-style-type: none"> Other 		



TEACHER NOTES

Resiliency is the ability to bounce back or to adapt successfully when things are going wrong to overcome a stressful situation.

For additional information, refer to the Resiliency in Action, Inc. website:
<<http://www.resiliency.com>>.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Group Assessment: Checklist

Have students keep a running list of the personality traits they observe in a short story, dramatic play, or movie dealing with a stressful situation. Ask them to identify the examples using a form such as the following.

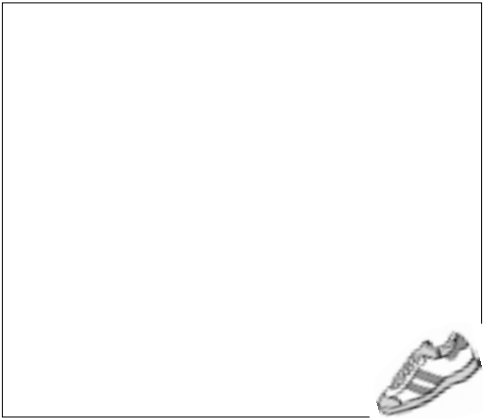
Trace the Trait	
Title of Story/Play/Movie _____	
Group Members _____	
Trait Observed	Example from Text
1 _____	_____
2 _____	_____
3 _____	_____
Assessed by _____	

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages (i.e., alarm stage, resistance stage, exhaustion stage).	
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.	
	<p>◆ An Inside Look at Stress</p> <p>Have students research and present the Stages of the General Adaptation Syndrome (GAS) relating to stress. Ask them to</p> <ul style="list-style-type: none">• show the three stages from the perspective of being inside the body (e.g., the heart beats faster, the respiratory system works harder, the body gets worn down)• present the three stages using drama (e.g., Readers Theatre, skit), visuals (e.g., posters, brochures), or multimedia resources (e.g., computer-generated presentation, digital picture show) <p>◆ Chart the Course of Stress</p> <p>After a discussion of the three GAS stages, ask students to develop three posters to describe the three stages and present their information.</p> <p>Variation: Ask three groups each to research one of the stages.</p> <p>◆ A Still Shot of Stress</p> <p>Ask each group to develop a tableaux (frozen dramatic picture) to represent one of the GAS stages visually. Have class members guess what stage is being represented.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: All Activities**

Teacher Assessment: Checklist

Observe whether students are able to describe the characteristics of and the body’s response at each General Adaptation Syndrome stage.

Stage	Yes	No
• Alarm	<input type="checkbox"/>	<input type="checkbox"/>
• Resistance	<input type="checkbox"/>	<input type="checkbox"/>
• Exhaustion	<input type="checkbox"/>	<input type="checkbox"/>

General Adaptation Syndrome (GAS)	
Stages	Signs and Symptoms
<p>Alarm: The body releases adrenaline and attempts many psychological mechanisms to combat stress and maintain control. The body reacts as a means to protect itself. If the stress is removed, the body goes back to normal—often referred to as a “fight or flight” response.</p>	<ul style="list-style-type: none"> • Blood rushes to muscles. • Blood pressure increases. • Respiration speeds up. • Perspiration increases. • Adrenaline increases. • Heart beats increase. • Eyes dilate. • Stomach may get tense. • Other
<p>Resistance: If the stress is not removed, the body goes into the next stage, also referred to as adaptation. More hormones are secreted and the blood sugar level increases to keep the body supplied with energy. Without a counterbalance (e.g., rest, exercise, relaxation), the body starts to show negative stress.</p>	<ul style="list-style-type: none"> • The body adapts or resists. • Headaches may occur. • Fatigue may be experienced. • Cardiovascular disease may develop. • Hypertension may develop. • Vulnerability to disease increases. • Other
<p>Exhaustion: The body runs out of energy and has a difficult time defending itself against disease and sickness. The body suffers mentally, physically, and emotionally. The body cannot tolerate continued stress, as it will eventually become sick and exhausted.</p>	<ul style="list-style-type: none"> • The body is unable to fight. • Physical exhaustion sets in. • Body systems may fail. • Other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.6.C.4a Identify stress-management strategies (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations (e.g., being called names, losing a game, being pressured by parents or peers...).</p>	<p>◆ Combat Stress and Control Anger</p> <p>Ask students to brainstorm a list of situations that would cause most people to become angry (e.g., put-downs, someone borrowing something and not returning it, forgetting to bring homework or lunch to school, losing something, difficulty at home, pressure from a friend, younger siblings behaving in an annoying way). Discuss how to use stress-management strategies to cope with these types of situations.</p> <p>Create a chart with three headings: Before, During, and After. Ask students to use the chart to identify strategies that they could use before, during, and after a particular situation to control stress and anger.</p> <p>◆ Stress Relievers</p> <p>Ask students to teach one stress-management strategy to the rest of the class (e.g., guided imagery, slow and controlled breathing, progressive relaxation).</p> <p>◆ Solitude Songs</p> <p>Have students brainstorm a variety of songs that have a calming effect and could help in controlling anger. Have them listen to a selection and then write, in their journals, how the music made them feel.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (S.4.6.A.5)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Suggested Stress-Management Strategies:

- Use self-talk.
- Keep an anger inventory.
- Participate in physical activity.
- Keep a sense of humour.
- Rely on a support system.
- Eat nutritiously and drink plenty of water.
- Manage time.
- Get proper sleep.
- Communicate effectively.
- Make a stress-management plan.
- Control irrational thoughts.
- Look at situations from a different perspective.
- Practise slow and controlled breathing.
- Take time out.
- Listen to or play music.
- Focus on visual imagery.
- Practise muscle relaxation.
- Count to 10 slowly.
- Write poetry/stories.
- Create art (paint, work with clay).

Emphasize that everyone manages stress differently. One person may find an activity quite useful, while others may find it ineffective. It is important for people to find out what strategy works best for them and to use it effectively.

Consult stress-management training programs for more information.



◆ **Journal/Learning Log: Combat Stress and Control Anger**

Self-Assessment: Anecdotal Notes

Have students write, in their journals, about a time they effectively used a stress-management strategy for controlling anger, considering the following questions:

1. What happened?
2. What strategy did you use?
3. How well did it work?
4. What is another situation for which you might use the same strategy?

◆ **Performance Task: Stress Relievers**

Peer Assessment: Checklist

Have several students assess each presentation, using a checklist such as the following.

Assessment of Presentation		
The student	Yes	No
• explained the strategy thoroughly	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrated the strategy clearly	<input type="checkbox"/>	<input type="checkbox"/>
• provided an example of how to use the strategy	<input type="checkbox"/>	<input type="checkbox"/>
• gave realistic and useful examples	<input type="checkbox"/>	<input type="checkbox"/>
Additional comments: _____		

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ S.4.6.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) to enhance health and well-being.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. PE/HE: GLO 4—Personal and Social Management (K.4.6.A.2a, K.4.6.A.2b)</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Making Time for Goals**

Have students continually assess and revise their personal health and academic goals throughout the school year. (See activities suggested for learning outcome K.4.6.A.2a for more information.) Ask students to keep an agenda book or journal and record all their long-term and short-term goals. Set aside some time at the beginning of each week to give students the opportunity to set new goals and revise ongoing goals.

◆ **Goals in the Net**

Make a large net and put it on a bulletin board. When students set a goal, have them submit a short write-up about the goal on a self-adhesive note and place it outside the net. When they achieve the goal, have them move the goal inside the net. Ask them to add to the note how long it took to achieve the goal and comment on how it has enhanced their health and well-being. Have students staple their goals in the net to display their accomplishments.

<p>☐ S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 4—Personal and Social Management (K.4.6.B.1a)</p>

◆ **Consequences**

Have students use index cards to write a variety of scenarios that require problem solving or decision making. Collect the cards and then randomly distribute the scenarios, one to each student. For each scenario, have students write two possible solutions and list the positive and negative consequences.

Suggested Scenarios:

- You promised to go to a party with a friend and now another friend is offering to give you a free ticket to go with him or her to see your favourite band scheduled for the same time as the party.
- Your best friend has started smoking and is pressuring you to give it a try.
- Someone at school is threatening to beat you up.
- Every day you go to your favourite store and buy a super size drink or some other non-nutritious food.

Variation: This activity can be done in pairs.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Benefits of Setting Goals:

Discuss the advantages or payoffs of goal setting. For example, setting goals

- establishes direction and priorities
- increases commitment
- helps to measure progress and accomplishments
- improves confidence and morale
- improves coping capabilities
- prevents problem behaviour
- promotes self-regulation and intrinsic motivation
- saves time
- other

◆ Journal/Learning Log: Goals in the Net

Teacher Assessment: Checklist

1. Have students set a goal that would enhance their health and well-being.
2. Discuss three ways in which the goal could be revised to make it easier or more difficult to achieve.
3. Discuss three ways in which the goal could be assessed.
4. Repeat this process for setting an academic goal or an additional health goal.

Suggested Criteria:

The student was able to

- set goals
- revise goals
- assess goals

Reinforce this step of the decision-making/problem-solving process on an ongoing basis. It is important for students to learn to collect accurate and current information and weigh the pros and cons for making healthy choices.

Refer to learning outcome K.4.6.B.1a for additional information and suggestions.

Encourage involvement of parents and families by providing students with a sheet of case scenarios for discussion at home.


◆ Paper and Pencil Task: Consequences

Self-Assessment: Checklist

Have students list the positive and negative consequences of two different decisions or solutions to a problem.

Suggested Criteria:

The student listed

- possible outcomes to each scenario
- negative consequences for each scenario
- positive consequences for each scenario

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.4.6.A.3 Demonstrate functional use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) for inclusion of others in different types of physical activities (e.g., low-competitive, cooperative, multicultural...).</p>	<p>◆ Interpersonal Skills</p> <p>When participating in physical activities or sports and classroom group activities, have students demonstrate certain interpersonal skills, such as listening attentively, summarizing information, clarifying feelings, abstaining from put-downs, encouraging others, playing fairly, being inclusive, showing non-aggressive behaviour, resisting negative influences, and completing the task. Follow the SLANT strategy to help students develop active listening skills (see <i>Success for All Learners</i> 6.11).</p> <p>◆ River Raft</p> <p>To develop team-building skills and promote inclusion, have groups of students get two gym mats and travel from one end of the gym to the other without touching their feet to the floor. They all get on one mat, advance to the other mat, and then move the first mat forward, repeating the process until they reach the other end of the gym.</p> <p>Variation: Have students complete this activity without talking. If they talk or step off the mat, have them start over from the beginning.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p>	



TEACHER NOTES

SLANT (suggested by Edwin Ellis) is an acronym used to help students learn the physical behaviours associated with active listening:

Sit up.

Learn.

Activate your mind.

Note what the speaker is saying.

Track the speaker with your eyes.

(See *Success for All Learners*, 6.11.)

For additional suggestions on physical challenges that develop team-building skills, refer to resources such as *Team Building through Physical Challenges* (Glover and Midura) and *More Team Building Challenges* (Midura and Glover).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Interpersonal Skills**

Self-Assessment: Checklist/Anecdotal Notes

Throughout the year, during group activities or projects, have students self-assess their interpersonal skills. Have them use the following chart to help them in their assessment.

Self-Assessment of Interpersonal Skills			
Name _____		Date _____	
Activity _____			
Assess your interpersonal skills by answering the following questions. If you answer “yes,” give an example of how you did it. If you answer “no,” describe what you could do to improve the skill.			
Skill	Yes	No	Comments
In this group activity/project, did I...			
1. listen attentively?			
2. follow directions?			
3. clarify feelings?			
4. abstain from put-downs?			
5. encourage others?			
6. play fairly?			
7. help others?			
8. show non-aggressive behaviour?			
9. resist negative influences?			
10. complete the task?			



Refer to BLM G–16: PE Self-Assessment of Interpersonal Skills.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.4.6.A.5 Demonstrate the functional use of stress-management strategies (e.g., using self-statements or positive self-talk, talking with others, taking time out, counting to 10, focusing, breathing deeply...) for managing stress in case scenarios related to a variety of situations (e.g., competition, anger, tests, public speaking, conflict, change, failure...).</p> <div data-bbox="115 747 550 1123" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 4—Personal and Social Management (K.4.6.C.4a)</p> </div>	<p>◆ Managing Stress</p> <p>Throughout the year, practise the use of stress-management strategies (see learning outcome K.4.6.C.4a). Some situations in which to practise stress-management strategies are:</p> <ul style="list-style-type: none"> • before a competition • when a student is angry • before, during, or after a test • before, during, or after a presentation • when students are in a conflict • when dealing with change • when coping with failure <p>◆ Journal Entries</p> <p>Suggest that students make journal entries that detail what happened to make them feel stressed and the stress-management technique(s) that they used to cope with the stress. Discuss entries at class meetings. Students’ stories can help others.</p> <p>◆ Stress-Related Stories</p> <p>Students could identify situations that make characters in the novels they read feel stressed, discuss how effectively a character deals with stress, and note when a character’s stress parallels their own stress. Students could create a bulletin board on this topic or write letters to the characters that show empathy and give suggestions for dealing with stress.</p>



TEACHER NOTES

For a list of stress-management strategies, see the teacher notes for learning outcome K.4.6.C.4a.

Ensure that students know that people manage stress in different ways. One person may find an activity quite useful, while others may find it ineffective. It is important to find out personally what strategy works best and to use it effectively.

Consult stress-management training programs for more information on stress-management strategies (e.g., art, music, writing).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Managing Stress**

Self-Assessment: Anecdotal Notes

Have students fill out a post-stress assessment form after using a stress-management strategy.

Post-Stress Assessment

Name _____ Date _____
 Time _____

1. The situation:

2. The stress-management strategy I used:

3. Why I needed it:

4. How it worked:

5. Why I would or would not use it again:

6. My level of stress after following the strategy (check one):
 increased decreased stayed the same

Other comments:



Personal and Social Management Outcomes: Grade 6



Knowledge

- K.4.6.A.1 Describe individual characteristics** (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) **that contribute to the development of personal identity, self-confidence, and self-efficacy.**
- K.4.6.A.2a Identify and revise short- and long-term goals** (e.g., using a student planner for school work, training for a marathon relay team, saving money...) **for personal management** (i.e., tasks, time, responsibilities).
- K.4.6.A.2b Determine effective time-management techniques and organizational skills** (e.g., making lists, setting priorities...) **for personal planning** (e.g., preparing for tests, examinations, projects, competitions...).
- K.4.6.A.3 Describe how personal factors** (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) **and social factors** (e.g., peers, friends, trends, society, culture, media, advertising...) **influence making responsible and health-enhancing decisions** (e.g., participating in daily physical activity...).
- K.4.6.B.1a Identify the influences** (e.g., family beliefs/values, role models, peers, advertising, television, movies...) **that help or hinder responsible, social decision making** (e.g., choosing friends, choosing activities, communicating with others...).
- K.4.6.B.1b Recognize personal participation and responsibility** (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) **in different social contexts.**
- K.4.6.B.2a Identify different styles of communication** (i.e., passive, aggressive, assertive) **and their characteristics** (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...).
- K.4.6.B.2b Identify the behaviours** (e.g., showing respect, fulfilling a commitment, abstaining from put-downs, helping others who are experiencing difficulty, following directions, being encouraging...) **that are important for working cooperatively and collaboratively with others.**
- K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways** (e.g., talking out conflicts with safe adult assistance, using self-statements or

Knowledge (continued)

- self-talk for control, using active listening, participating in physical activities...).
- K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief** (e.g., denial, anger, bargaining, sadness, depression, acceptance...), **and where to go for help** (e.g., family, teacher, school counsellor, elder, religious leader...).
- K.4.6.C.2 Identify the personality traits** (e.g., sense of humour, adaptability, patience, understanding...) **that are conducive to handling stress and showing resiliency** (i.e., ability to bounce back in a stressful situation).
- K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages** (i.e., alarm stage, resistance stage, exhaustion stage).
- K.4.6.C.4a Identify stress-management strategies** (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) **for controlling anger in different situations** (e.g., being called names, losing a game, being pressured by parents or peers...).

Skills

- S.4.6.A.1 Assess and revise personal health and academic goals** (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) **to enhance health and well-being.**
- S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/ problem-solving process for making healthy living choices.**
- S.4.6.A.3 Demonstrate functional use of interpersonal skills** (e.g., fair play, use of inclusive language and actions...) **for inclusion of others in different types of physical activities** (e.g., low-competitive, cooperative, multicultural...).
- S.4.6.A.5 Demonstrate the functional use of stress-management strategies** (e.g., using self-statements or positive self-talk, talking with others, taking time out, counting to 10, focusing, breathing deeply...) **for managing stress in case scenarios related to a variety of situations** (e.g., competition, anger, tests, public speaking, conflict, change, failure...).

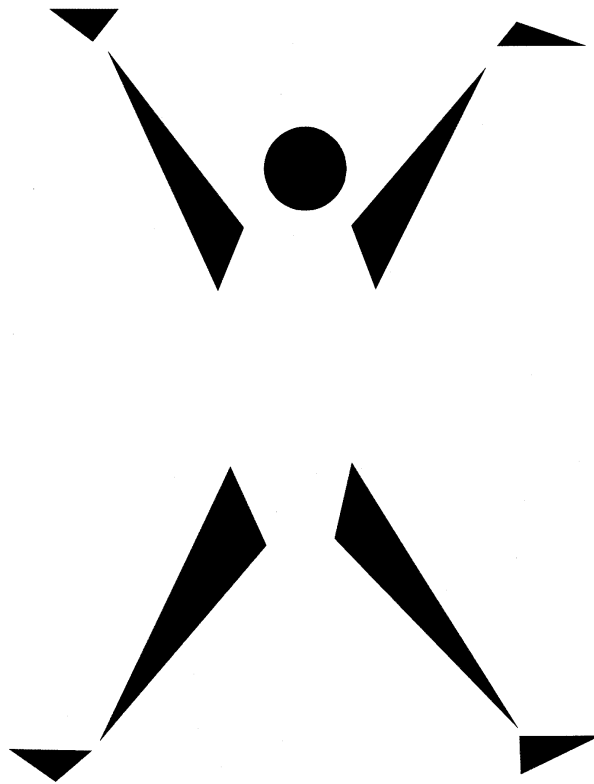
Attitude Indicators

- 4.1 Show a positive attitude toward learning, growth, and personal health.
- 4.2 Be sensitive to the needs and abilities of others.
- 4.3 Demonstrate personal responsibility in daily work and play.
- 4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.
- 4.5 Show a positive attitude toward change.
- 4.6 Enjoy participation and learning.

Grade 6

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>□ K.5.6.A.1 Outline the importance of regular hygiene practices during adolescent years (i.e., effective washing helps to control acne and body odour, use of deodorant helps to control body odour, dental hygiene for maintaining dental health, appearance, and fresh breath).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p>

SUGGESTIONS FOR INSTRUCTION

- ◆ Head to Toe Hygiene**

Discuss the importance of regular hygiene practices during adolescent years (i.e., effective washing helps control acne and body odour, use of deodorant helps control body odour, dental hygiene helps maintain dental health, appearance, and fresh breath). Have students list basic hygiene practices from “head to toe,” share their list with a partner, and then discuss suggestions as a large group.

Variation: Discuss the importance of regular hygiene practices after participating in physical activity.
- ◆ Product Lines**

Brainstorm for a list of hygiene products that adolescents might normally use and explain their importance. Bring to class a variety of product samples (e.g., deodorant, facial cleanser, mouthwash, shampoo). Discuss some of the common ingredients found in similar products. Have students work in groups and design an experiment using some of the products. For example, students could investigate which deodorant lasts the longest, which cleanser has the lowest level of pH, or what mouthwash has the best aftertaste.

Variation: Hold a Hygiene Fair at which students present their research and findings to the class.
- ◆ Make Your Own**

Give students a variety of recipes to make hygiene products. Set up stations around the room and have students make the products. Ensure that parents or teachers check recipes before students begin experimenting. Have students discuss the pros and cons of different hygiene practices and products.
- ◆ Antiperspirant Versus Deodorant**

Have students compare and contrast antiperspirants and deodorants. Discuss similarities and differences between both products. Record the responses on a Venn diagram. Have students conduct an experiment using a deodorant, an antiperspirant, and a combination of both products. Discuss the pros and cons of using deodorant or antiperspirant daily.



TEACHER NOTES

Treat this learning outcome with sensitivity, respecting different family and/or cultural practices and recognizing that students may feel self-conscious about their skin conditions.

The current belief is that acne is not caused by consumption of chocolate, pop, junk food, or greasy food. Acne is more often caused by physically covering the glands with hands, head gear, or hair, or by an individual's reaction to change in hormone production. Resting hands on the face or continually rubbing the face with hair or hands leads to blocking of the glands. Using cosmetics to cover the face usually worsens the acne.

It is difficult to get rid of acne, so preventing it is the best measure.

Keeping the face clean and free of oils and dirt that irritate the skin is the best way to prevent acne.

If acne is severe, a dermatologist may need to be consulted.

Body Odour

Increased hormone levels during adolescence can cause enlargement and overactivity of the sweat glands. When the body sweats it is odourless, but when sweat meets the bacteria on the skin it develops an unpleasant odour. This odour is often most prevalent under the arms.

Daily washing with soap and water will help to prevent body odour. During adolescence it may be necessary to bathe or shower more than once a day to get rid of the bacteria on the skin and to rid the body of unpleasant odour.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: All Activities

Teacher Assessment: Inventory

Ask students to explain the importance of regular hygiene practices, such as the following, during adolescence:

- effective washing
- use of deodorant
- dental hygiene
- change of clothing
- other

Suggested Criterion:

Look for

- comments related to each hygiene practice

TEACHER NOTES (continued)

It is also necessary to wash clothing frequently because it will pick up the smell of body odour.

Applying an antiperspirant will decrease the amount of perspiration, and applying a deodorant will help control the odour.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.6.A.2 Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> <p>SS: Economics and Resources</p> </div>	<p>◆ The History of Health</p> <p>Have students research the evolution of a health policy or practice over the past 100 to 200 years. Ask them to pick one current-day practice or policy and compare it to how the issue was dealt with in a given period of history. Ask students to create a timeline to demonstrate the development of a current health-related policy or practice. For example, students may discuss the eradication of various epidemics and diseases with the development of vaccinations.</p> <p>◆ Policy and Practice</p> <p>Have students list policies and practices that support healthy schools and communities in terms of the following categories: health instruction, health supports and services, and healthy environments.</p> <p>Have groups of students choose one policy or practice to research further in their school/division/district (e.g., no “junk food” vending machines permitted in schools). Have each group present information about one policy or practice.</p> <p>Variation: Have students write about what life would be like if school and community policies and practices were not in place. For example, if there was no school code of conduct, there might be more incidents of bullying.</p> <p>◆ Stepping Out</p> <p>Take the class to</p> <ul style="list-style-type: none"> • a water treatment plant to learn about the process of making safe drinking water • a restaurant to learn about safe food handling and storage practices <p>After the activities, students could do a Focused Free-Write, telling what they learned (see <i>Success for All Learners</i> 6.30).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Contact local regional health authorities or a public health nurse for information on policies and practices that support healthy schools and communities.

◆ **Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Have students reflect on what life would be like if there were no practices or policies to support healthy schools and communities:

- What would life look like?
- What problems might we encounter?

Suggested Criterion:

Look for

- an understanding of the practices and policies that support healthy schools and communities



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.6.B.1 Recognize the physical benefits (e.g., reduced risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer...) and the socio-emotional benefits (e.g., reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people...) of participating in daily physical activities.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **What Would It Be Like?**

Post three blank pieces of paper with the following headings: Physical, Emotional, and Social. List the various responses on the appropriate sheet of paper as students imagine individuals who did no physical activity:

- What would their life be like?
- How would they feel physically?
- What kind of social life would they have?
- What kinds of feelings or emotions might they commonly experience?

◆ **Activity Promoters**

Have pairs of students role-play a situation in which the trainer must convince the inactive person to participate in daily physical activities, emphasizing the physical, social, and emotional benefits as part of the persuasive speech. Switch partners and roles.

Variations: Have students write a persuasive letter to parents or other family members on the benefits of physical activity. Ask for comments or feedback from the letter recipient on whether or not the letter was effective in delivering the message.

Have students (individually or in pairs) take turns organizing a physical activity for recess and encourage others to participate. As a class, discuss the benefits of promoting participation in physical activities at recess or in personal leisure time.


◆ **A Benefits Poster**

Have students make a poster of the physical, emotional, and social benefits of participating in daily physical activities.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: Activity Promoters**

Peer Assessment: Checklist

Have students assess the role-play and look for evidence of the following benefits of physical activities:

- physical
- emotional
- social

◆ **Paper and Pencil Task: A Benefits Poster**

Peer Assessment: Scoring Rubric

Use teacher-made or student-made scoring rubrics to assess writing and representing tasks.

Benefits of Participating in Physical Activities

Regular participation in physical activities can provide us with a wide variety of social, physical, mental, and moral benefits, such as the following.

Social	Physical	Mental	Moral
<ul style="list-style-type: none"> • meeting people • making friends • talking • listening • getting along with others • cooperating • having fun • laughing • helping others • being included 	<ul style="list-style-type: none"> • developing coordination • increasing muscular strength and endurance • gaining flexibility • managing weight • developing skills • developing speed • increasing aerobic endurance • developing balance • developing agility 	<ul style="list-style-type: none"> • feeling good • learning • solving problems • making decisions • having fun • laughing • relaxing • building confidence 	<ul style="list-style-type: none"> • respecting others • keeping self-control • understanding others • including everyone • competing fairly • playing fairly • following rules • abiding by the official's decisions

Benefits of Participating in Physical Activities: Adapted from *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 3: Ages 12 to 14*. Copyright © 1994 by The Canadian Association for Health, Physical Education, Recreation and Dance and Canadian Intramural Recreation Association. Adapted by permission of CAHPERD.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.5.6.B.2 Identify responsible decisions (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports...) that promote daily physical activity.</p> <div data-bbox="115 642 550 947" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3b)</p> </div>	<p>◆ Promote It</p> <p>Have students write a television advertisement or jingle or create a puppet show to encourage other students their age to be more physically active. Ask each student to identify ways in which people can choose to be active and make responsible health decisions.</p> <p>◆ Signed, Sealed, and Demonstrated</p> <p>Have students pick one responsible decision they will make for one week to promote their own or others’ daily physical activity. Their decision must be demonstrated as often as possible during the next week. Ask each student to write his or her decision on a slip of paper, sign it, put it in an envelope, and seal it. After one week, have students open their envelope and assess how well they completed their plan.</p>
<p><input type="checkbox"/> K.5.6.B.3 Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/runs...).</p> <div data-bbox="115 1325 550 1612" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. PE/HE: GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3b)</p> </div>	<p>◆ Media Search</p> <p>Have students collect examples of positive and negative media messages regarding active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/runs). Ask students to bring to class samples of the messages to discuss and display.</p> <p>◆ Media Release</p> <p>Have students write a positive media message that a news anchor might include in a nightly newscast. Have students perform their positive media message for the rest of the class. This could be related to an actual or an imaginary event in the school or community.</p> <p>Variation: Have students write about a sporting event in their school and then read the positive message to the rest of the school over the public address system or during an assembly.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Student messages could include daily physical activity, limiting computer and television time, eating fruits and vegetables, and limiting intake of fatty foods.

Plan an “active living theme week” with the class or for the school. Ask students to brainstorm ideas that help promote daily participation in physical activity (e.g., “no television watching for one week”).

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

◆ **Performance Task: Promote It**

Teacher Assessment: Checklist

Assess students’ advertisements, jingles, or puppet shows.

Suggested Criterion:

Determine whether the student is able to identify practices that promote daily participation in physical activity.

- Yes
- No

The media have an impact on students’ views of body image. People who have slim bodies are idealized and those who are overweight are discriminated against. Inform students that images in the media are deceptive and sometimes touched up using technology (e.g., airbrushing, computer-assisted drawing).

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

◆ **Paper and Pencil Task: Media Search**



Teacher Assessment: Checklist

Have students write down positive and negative influences of the media and other sources on promoting active living.

Suggested Criteria:

The student is able to	Yes	No
• list positive influences	<input type="checkbox"/>	<input type="checkbox"/>
• list negative influences	<input type="checkbox"/>	<input type="checkbox"/>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.6.C.1a Identify food choices and types of physical activity for a healthy body (i.e., for bone development).</p>	<p>◆ Fact or Fiction?</p> <p>Have students complete BLM 6–7 and discuss the responses.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.6.C.1a, K.2.6.C.1b)</p> </div>	<p> Refer to BLM 6–7: Fact or Fiction?</p>
	<p>◆ Sort and Predict</p> <p>Using the Sort and Predict strategy (see <i>Success for All Learners</i> 6.33), have students prepare and categorize food cards, including foods that contribute and foods that do not contribute to developing a healthy body (e.g., foods that have high calcium content and foods that have no calcium). Do the same with activity cards that contribute or do not contribute to bone development.</p> <p>Variations: Have students put names of foods and physical activities/sports on self-adhesive notes and then sort and predict which contribute and which do not contribute to a healthy body. Have students participate in a scavenger hunt looking for cards hidden under pylons scattered around the gym or playing field. Record foods and physical activity examples that contribute and examples that do not contribute to bone development.</p> <p> Refer to BLM 6–8: Healthy Bones Scavenger Hunt.</p> <p>◆ Grocery Shopping</p> <p>Suggest that students go to the grocery store (with a parent/guardian) and identify one healthy food from each food group to add to the grocery cart. Students could prepare an advertisement for one of the foods to encourage others to try it.</p>



TEACHER NOTES

For information on *Canada's Food Guide to Healthy Eating*, refer to the Health Canada website:

<<http://www.hc-sc.gc.ca/hppb/nutrition/pubef/foodguid/index.html>>.

Note that all physical activity contributes to a healthy body; however, different types of physical activities can be more beneficial than others. Examples of different types of physical activities are: light, moderate, vigorous, weight-bearing, and non-weight-bearing.

Weight-bearing exercises contribute to bone development. Impact exercises such as running, jumping, gymnastics, push-ups, volleyball, and tennis are best for bone development. Non-weight-bearing exercises such as swimming, skateboarding, and cycling do not count as bone-building activities.

For information related to bone development, see the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, Powerful Bones website: <<http://www.cdc.gov/powerfulbones>>.

Although weight should fall within an acceptable range for body height, it is more important to stress that we need to accept our body shape and size and feel good about who we are on the inside. Comparing ourselves to a chart is not an effective way to measure our health, and it is often a misused tool among teens and adults. If students feel that they have a weight problem and they want help, they should consult a physician.



SUGGESTIONS FOR ASSESSMENT

◆ Journal/Learning Log: All Activities

Self-Assessment: Anecdotal Notes

Have students discuss their personal food choices and physical activity level as it relates to a healthy body (i.e., bone development).

Have them discuss the following:

- What am I doing well?
- What do I need to work on?

Based on a scale of 1 to 10, with 10 being excellent and 1 being very poor, how would they rate their current food choices and types of physical activity?

TEACHER NOTES (continued)


Invite an expert to talk to the class about body mass index and how to measure fat and muscle content properly.

Teachers need to help adolescent students accept their bodies as they change and develop. Helping students learn about positive lifestyle choices and how these affect their health is of utmost importance.

Aboriginal Link:

Discuss the influences that have caused changes in the diets of Aboriginal people and discuss the nutrient value of traditional Aboriginal diets.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.6.C.1b Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (i.e., for bone development during adolescence).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication.</p>	
	<p>◆ Health Wise</p> <p>Have students list 10 choices (including examples related to food and physical activities) they make each day in order to have a healthy body (i.e., for bone development during adolescence). Ask students to share their list with a partner and then discuss as a large group.</p>
	<p>◆ Week Link</p> <p>Have students develop a chain of links to list healthy food choices and examples of physical activities. Give each student a copy of BLM 6–9: Week Links and have students note one healthy food choice and one physical activity they will practise for one week. Have them colour in a section of their link to represent successful daily completion of the goal. At the end of the week, join all the successful links (all coloured in) to form one long chain. Discuss how each link is important to developing a healthy body.</p> <p>Ask students who did not fully colour in their link to work on the same goal for the upcoming week so they can add their link to the display.</p>
	<p> Refer to BLM 6–9: Week Links.</p>
	<p>◆ News Flash</p> <p>Have students design a poster, advertisement, or rap with a slogan to communicate the message of the combined benefit of daily healthy food choices and physical activity on a healthy body.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Calorie input = calorie output = maintenance of weight (food intake) (energy expenditure) • Weight-bearing physical activities + adequate consumption of calcium and vitamin D = bone-mass development



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Bone-mass development is affected by calcium intake (meeting daily requirement), vitamin D, and physical activity. Weight-bearing activities and vitamin D intake are required for absorption/deposit of calcium for bone-mass development.

Calcium is necessary for bone and tooth growth and maintenance. It also plays a role in the transmission of nerve impulses, proper hormone function, blood clotting, and muscle contraction. Primary food sources include milk, milk products, sardines, broccoli, mustard, and greens.

For more information, see the U.S. Department of Health and Human Services, Centers for Disease Control, Powerful Bones website: <<http://www.cdc.gov/powerfulbones>>.

◆ **Journal/Reflection: Health Wise**

Teacher Assessment: Inventory

Ask students to write, in their journals, about their daily healthy food choices and physical activity habits. Have them discuss areas in which they currently do well and areas in which they need to improve.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.6.C.2 Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities.</p>	<p>◆ Packing Up</p> <p>Ask students to plan what they would need to eat and drink if they were going on a three-day hiking trip. Distribute copies of <i>Canada’s Food Guide to Healthy Eating</i> (Health Canada) and ask students to plan three days’ worth of food and fluid intake for a person their age. Ask them to write or draw their food portions and fluid amounts for everything they would consume. Remind them that food is fuel and they will need to ensure that they are able to carry out the physical demands of hiking.</p> <p>Variation: Assign groups of students different activities (e.g., participating in a day-long track event, playing in a volleyball tournament, sitting all day at a computer, shopping all day, cross-country skiing for six hours) and have them list what food and fluid they would need to keep up with the body’s demands for energy. Have them research and create graphs that show the different requirements for different activities.</p> <p>◆ Human Opinion Line</p> <p>Ask students questions about how food and fluid intake needs to be adjusted according to the intensity or type of physical activity. Have students line up in the middle of the classroom or gym. If students agree with a statement, they run or walk to the side of the room designated as “Agree.” If they disagree, they run or walk to the side of the room designated as “Disagree.” If they do not know, they stay in the middle.</p> <p>Sample Statements for Opinion Line:</p> <p>I should...</p> <ul style="list-style-type: none"> • consume two or three servings of milk or milk products (alternatives) daily. (agree) • eat two or three servings of fruits and vegetables daily. (disagree) • eat five to twelve servings of grain products daily. (agree) • increase fluid intake for more vigorous activities such as soccer, basketball, and running. (agree) • decrease fluid intake when participating in outdoor activities. (disagree) • increase consumption of foods high in carbohydrates for endurance-type activities. (agree) • eat a big meal before going on a long-distance run. (disagree) <p>Variation: Have students write some of their own questions for this learning activity.</p>
<p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability Shape and Space Number</p>	


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
Fluid Intake:

- To prevent dehydration, encourage student to drink liquids before, during, and after exercise.
- Don't rely on thirst to indicate the need for fluid.
- Water is the best and least expensive fluid for your body.
- Dehydration can cause heat injuries such as cramps, heat exhaustion, and heatstroke.
- Drink a minimum of six to eight glasses of water daily.
- A symptom of dehydration is irritability and headaches.

Parents have decisive influence over how their children eat, and should be as involved as possible in activities related to good eating habits.

Canada's Food Guide to Healthy Eating (Health Canada) is a basic educational tool for Canadian consumers. The new version of the guide is based on the latest research in nutrition, eating, and health.

The following guides are available on the Health Canada website at <<http://www.hc-sc.gc.ca/>>:

- *Canada's Food Guide to Healthy Eating: For People Four Years and Over*
- *Canada's Physical Activity Guide to Healthy Active Living*
- *Canada's Physical Activity Guide for Children*
- *Canada's Physical Activity Guide for Youth*

Food guides are also available from:
Publications Health Canada
Telephone: 613-954-5995


◆ Paper and Pencil Task: Packing Up

Teacher Assessment or Self-Assessment: Checklist/ Scoring Rubric

Use a checklist or teacher/student-generated scoring rubric (depending on the task) to assess the accuracy of each student's plan/graph.

◆ Questioning/Interview: Human Opinion Line

Teacher Assessment: Inventory

Observe students' ability to identify the nutrition habits and fluid practices to support healthy participation in physical activities when responding to the selected statements/questions.

TEACHER NOTES (continued)


See also the Manitoba Health, Food and Nutrition website: <<http://www.gov.mb.ca/health/nutrition/index.html>>.

Aboriginal Link:

Discuss the influences that have caused changes in the diets of Aboriginal people and discuss the nutrient value of traditional Aboriginal diets.

For diabetes prevention and Aboriginal focus activities, see the Diabetes Prevention Project for Children website: <<http://www.mts.net/~srussell>>.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>□ S.5.6.A.1 Develop a personal action plan for daily personal health practices during the adolescent years.</p> <div data-bbox="115 499 550 821" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. PE/HE: GLO 2—Fitness Management GLO 4—Personal and Social Management (K.4.6.A.2a, K.4.6.A.2b, K.4.6.A.3) GLO 5—Healthy Lifestyle Practices (K.5.6.A.1, K.5.6.B.2, K.5.6.C.1a, K.5.6.C.2)</p> </div>	<p>◆ Action Plan</p> <p>Refer to strategies suggested for learning outcomes K.5.6.A.1, K.5.6.B.2, K.5.6.C.1a, and K.5.6.C.2. Have students write a personal action plan for daily personal health practices.</p> <div data-bbox="651 506 756 615" style="text-align: center;">  </div> <p style="text-align: center;">Refer to BLM 6–10: ACTION Plan.</p> <p>Have students keep an ongoing record of all their action plans throughout the year. Encourage students to reflect on their progress and continually evaluate and assess their individual goals and plans.</p> <p>Suggest that students use the following acrostic to help them in their action planning:</p> <ul style="list-style-type: none"> A Activity or action C Category (physical activity, hygiene, social-emotional, nutrition) T Time (when and for how long) I Implemented, incomplete, or in progress O Observations (feelings, behaviours, thoughts) N Next step or new plans
<p>□ S.5.6.A.2 Develop a personal action plan for daily active living, including ways to adhere to the plan.</p> <div data-bbox="115 1388 550 1709" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. PE/HE: GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3a, S.2.6.A.3b) GLO 5—Healthy Lifestyle Practices (S.5.6.A.1)</p> </div>	<p>◆ Stick to It</p> <p>Using their action plans from learning outcome S.5.6.A.1, students ensure that they include a personal and practical action plan for daily active living. Discuss ways to adhere to the plan (e.g., personal rewards, buddy system). Have students put each of their ideas on a self-adhesive note and then display it on a large piece of chart paper (use a large picture of a badge or medal to make the display more appealing). Have students list all the ideas at the back of their goal planner or journal.</p> <p>Variation: Students could prepare a bulletin board on the topic: How we plan to stay healthy. Each goal could be represented appropriately with illustrations.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For more information about developing personal action plans for daily personal health practices, consult *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 3* (CAHPER/CIRA).

Encourage involvement of parents and families in personal action planning.

◆ **Questioning/Interview: Action Plan**

Teacher Assessment: Inventory

Ask students to discuss their progress on their plans throughout the school year with a teacher and/or parent/guardian.



Refer to BLM 6–10: ACTION Plan.

People are motivated to adhere to an action plan by different reasons. Ask students to determine what would help them stay motivated and committed to following a plan.

Ideas for adhering to a daily active living plan could include building on rewards, such as

- taking a day off from being active
- watching a movie
- doing a favourite activity or craft
- reading a book or magazine
- spending time with friends
- receiving money

Make connections with learning outcomes requiring students to be responsible for developing personal fitness plans.




◆ **Questioning/Interview: Stick to It**


Teacher Assessment: Inventory

Ask students to discuss their progress on their plans throughout the school year with a teacher and/or parent/guardian.



Refer to BLM 6–10: ACTION Plan.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.5.6.A.3a Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability Number</p> <p>PE/HE: GLO 5—Healthy Lifestyle Practices (K.5.6.B.1, K.5.6.B.2, K.5.6.B.3, K.5.6.C.1a, K.5.6.C.1b, K.5.6.C.2)</p> </div>	<p>◆ Log It All</p> <p>Have students keep a log of their food intake and activity for a period of three days (including one weekend day). Distribute copies of <i>Canada’s Food Guide to Healthy Eating</i> and <i>Canada’s Physical Activity Guide for Youth</i> (Health Canada) and have students strive to achieve the daily recommended requirements. Repeat this process throughout the year to have students continually assess their lifestyle practices. Use information gathered to set realistic goals for upcoming weeks and/or months.</p> <p>For examples of logs, refer to BLM 4–9 and BLM 4–10 in <i>K–4 PE/HE</i>. Thumbprint versions are reproduced in the suggestions for assessment column. These BLMs are also available online at http://www.edu.gov.mb.ca/ks4/cur/physhlth.</p> <p>◆ Week Link</p> <p>Have students develop a chain of links to list healthy food choices and examples of physical activities.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Refer to BLM 6–9: Week Links.</p> <p>Give each student a copy of BLM 6–9: Week Links and have students list one healthy food choice and one physical activity they will practise for one week. Have them colour in a section of their links to represent successful daily completion of the goal. At the end of the week, join all the successful links (all coloured in) to form one long chain. Discuss how each link is important to developing a healthy body.</p> <p>Ask students who did not fully colour in their link to work on the same goal for the upcoming week so that they can add their link to the display.</p> <p>◆ Health Party</p> <p>Have everyone contribute one healthy food to an activity day, a special lunch, or an outdoor education expedition.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION					
<i>Students will...</i>						
<input type="checkbox"/> S.5.6.A.3b Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (i.e., bone development).						
<table border="1"><tr><td data-bbox="121 541 357 569">Curricular Connections</td></tr><tr><td data-bbox="121 573 178 598">ELA:</td></tr><tr><td data-bbox="121 600 526 653">GLO 1—Explore thoughts, ideas, feelings, and experiences.</td></tr><tr><td data-bbox="121 655 199 680">PE/HE:</td></tr><tr><td data-bbox="121 682 519 735">GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3a, S.2.6.A.3b)</td></tr></table>	Curricular Connections	ELA:	GLO 1—Explore thoughts, ideas, feelings, and experiences.	PE/HE:	GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3a, S.2.6.A.3b)	
Curricular Connections						
ELA:						
GLO 1—Explore thoughts, ideas, feelings, and experiences.						
PE/HE:						
GLO 2—Fitness Management (K.2.6.C.2, S.2.6.A.3a, S.2.6.A.3b)						
	<p data-bbox="605 321 1198 359">◆ There’s Always Room for Improvement</p> <p data-bbox="651 373 1409 548">Throughout the year, have students develop goals to improve personal nutrition and daily physical activity habits specifically related to bone development. Use the DECIDE model as a problem-solving strategy and make a Goal Score Card using the following headings to keep track of individual goals:</p> <ul data-bbox="651 554 1252 789" style="list-style-type: none">• Goal• Steps to take• Information, resources, or support I need• How I will know that I have achieved my goal• Ways that I can reward myself• How well I did <p data-bbox="651 829 760 940"></p> <p data-bbox="781 846 1230 911">Refer to BLM 5–11: Goal Setting and BLM 8–5: DECIDE Model.</p>					


TEACHER NOTES

Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **Define** the topic or issues.
- **Explore** alternatives or options.
- **Check** alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **Identify** possible solutions.
- **Decide** and take action (Goal Score Card).
- **Evaluate** and revise.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.


SUGGESTIONS FOR ASSESSMENT
◆ Journal/Learning Log: There's Always Room for Improvement

Self-Assessment: Rating Scale

At various times throughout the year, have students fill out a self-assessment form related to improving personal nutrition and daily physical activity habits.



Refer to BLM G–12: Self-Assessment of Personal Improvement Plan.

Healthy Lifestyle Practices Outcomes: Grade 6

Knowledge

- K.5.6.A.1 Outline the importance of regular hygiene practices during adolescent years** (i.e., effective washing helps to control acne and body odour, use of deodorant helps to control body odour, dental hygiene for maintaining dental health, appearance, and fresh breath).
- K.5.6.A.2 Identify practices and policies that support healthy schools and communities** (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...).
- K.5.6.B.1 Recognize the physical benefits** (e.g., reduced risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer...) **and the socio-emotional benefits** (e.g., reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people...) **of participating in daily physical activities.**
- K.5.6.B.2 Identify responsible decisions** (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports...) **that promote daily physical activity.**
- K.5.6.B.3 Identify the positive and negative influences of media and other sources on promoting active living** (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/runs...).
- K.5.6.C.1a Identify food choices and types of physical activity for a healthy body** (i.e., for bone development).

Knowledge (continued)

- K.5.6.C.1b Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body** (i.e., for bone development during adolescence).
- K.5.6.C.2 Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities.**

Skills

- S.5.6.A.1 Develop a personal action plan for daily personal health practices during the adolescent years.**
- S.5.6.A.2 Develop a personal action plan for daily active living, including ways to adhere to the plan.**
- S.5.6.A.3a Assess personal food intake and activity for a period of one to three days, based on daily recommended requirements.**
- S.5.6.A.3b Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body** (i.e., bone development).

Attitude Indicators

- 5.1 Appreciate and value the benefits of healthy lifestyle practices for a healthy body.
- 5.2 Appreciate the importance of making health-enhancing decisions in daily living.
- 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships.



Grade 6

Blackline Masters



-
- BLM 6–1: Overhand Throwing for Distance
 - BLM 6–2: Gymnastic Routine
 - BLM 6–3: Fitness Component Circuit
 - BLM 6–4: Skeleton Diagrams
 - BLM 6–5: Skill-Related Fitness Challenges
 - BLM 6–6: Skill-Related Goal Setting
 - BLM 6–7: Fact or Fiction?
 - BLM 6–8: Healthy Bones Scavenger Hunt
 - BLM 6–9: Week Links
 - BLM 6–10: ACTION Plan

K.1.6.B.2

Overhand Throwing for Distance



Class _____ Date _____

Instructions: Place group members' names in the first column of the chart below. Have each member throw a beanbag from a designated starting point, and then measure and record the results under Throw 1. Repeat the same steps for Throw 2 and Throw 3.

Name	Throw 1 Stand facing forward, feet together, and throw.	Throw 2 Stand sideways, feet shoulder-width apart, rotate the hips and trunk (no step), and throw.	Throw 3 Stand sideways, weight on the back foot, step forward, rotate the hips and trunk, and throw.

Measure each throw. Circle the farthest throw.

As a group, explain the results using biomechanical concepts:



K.1.6.B.3
S.1.6.D.2

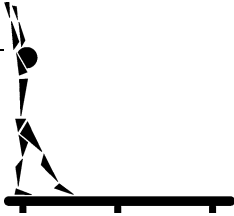

Gymnastic Routine



Class _____ Date _____

Student Names _____

In your group, create a gymnastic routine that has the following characteristics. Write/ draw them in the spaces provided below.

Beginning pose (hold for count of three)	
Three different combinations of skills	
Two changes of levels (e.g., high to low, low to high, medium to high)	
Two changes in directions (e.g., forwards to backwards, sideways to backwards)	
Two changes of pathways (e.g., straight, zigzag, curved)	
Two changes of formations (e.g., circle to straight line, straight line to backwards)	
Ending pose (hold for count of three)	
Routine is polished (evidence of practice)	



K.2.6.A.1

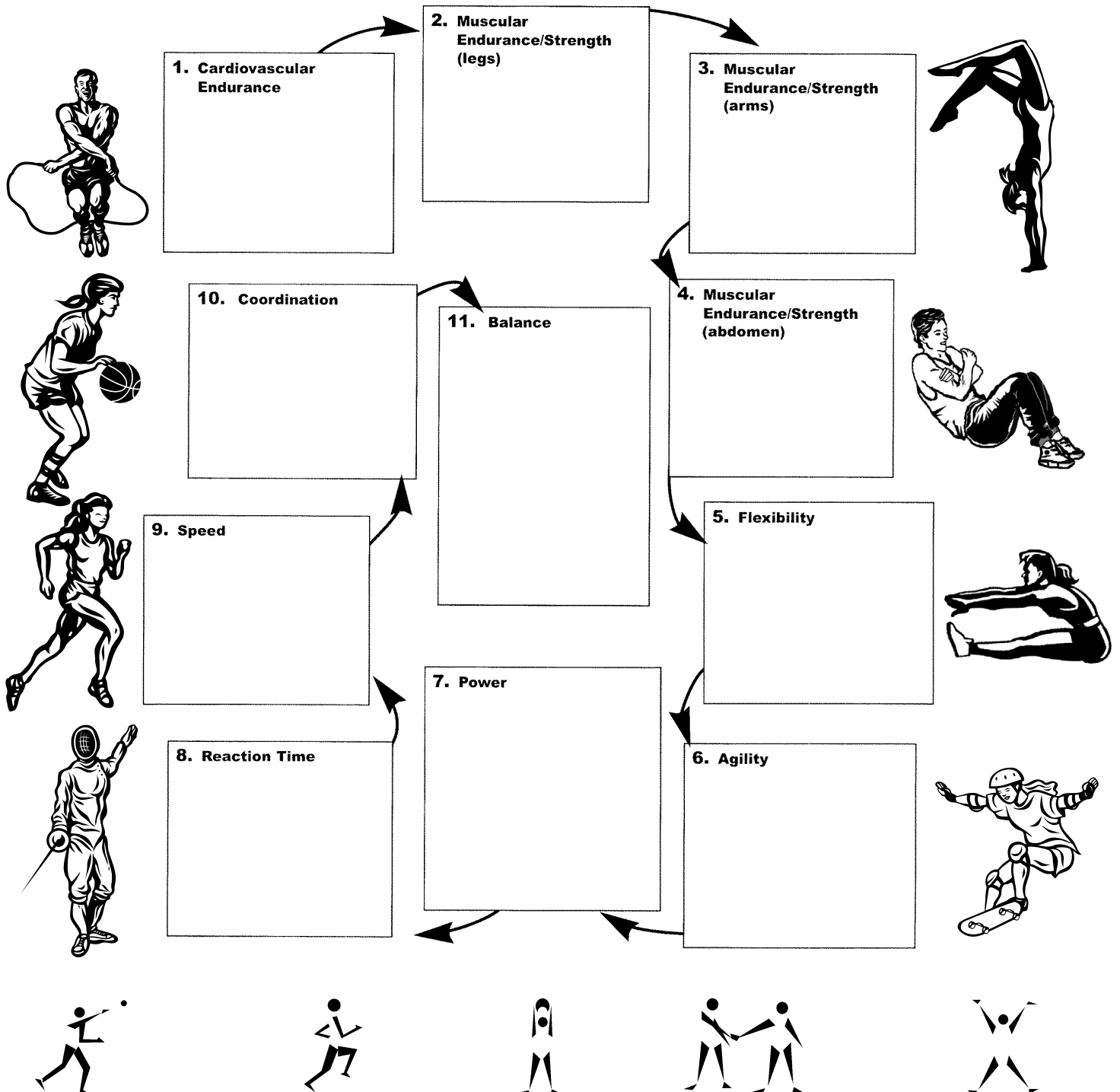
Fitness Component Circuit



Members of Group _____

Date _____
Class _____

Design a circuit that includes the following health- and skill-related fitness components. For each component, name one or more exercises that are included in the circuit.



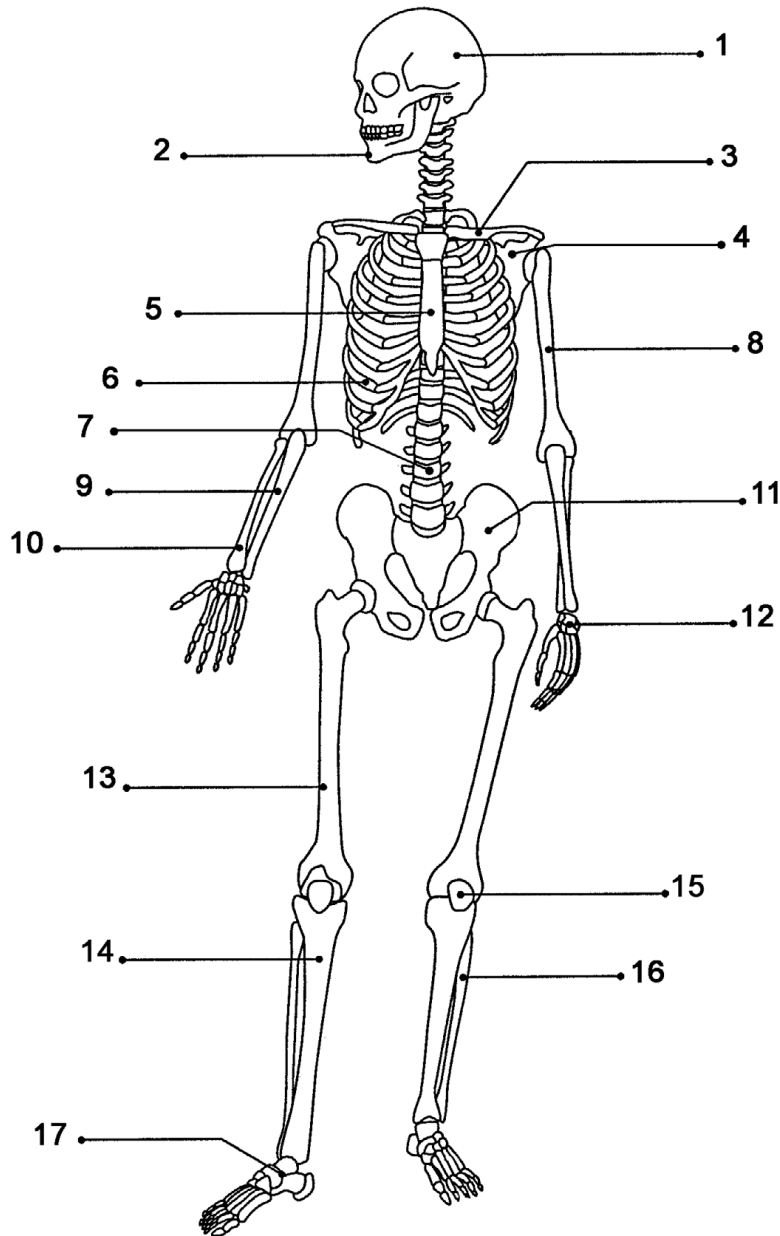
K.2.6.C.1a
K.2.6.C.1b

Skeleton Diagram



Name _____ Class _____ Date _____

Label the bones on the following diagram.

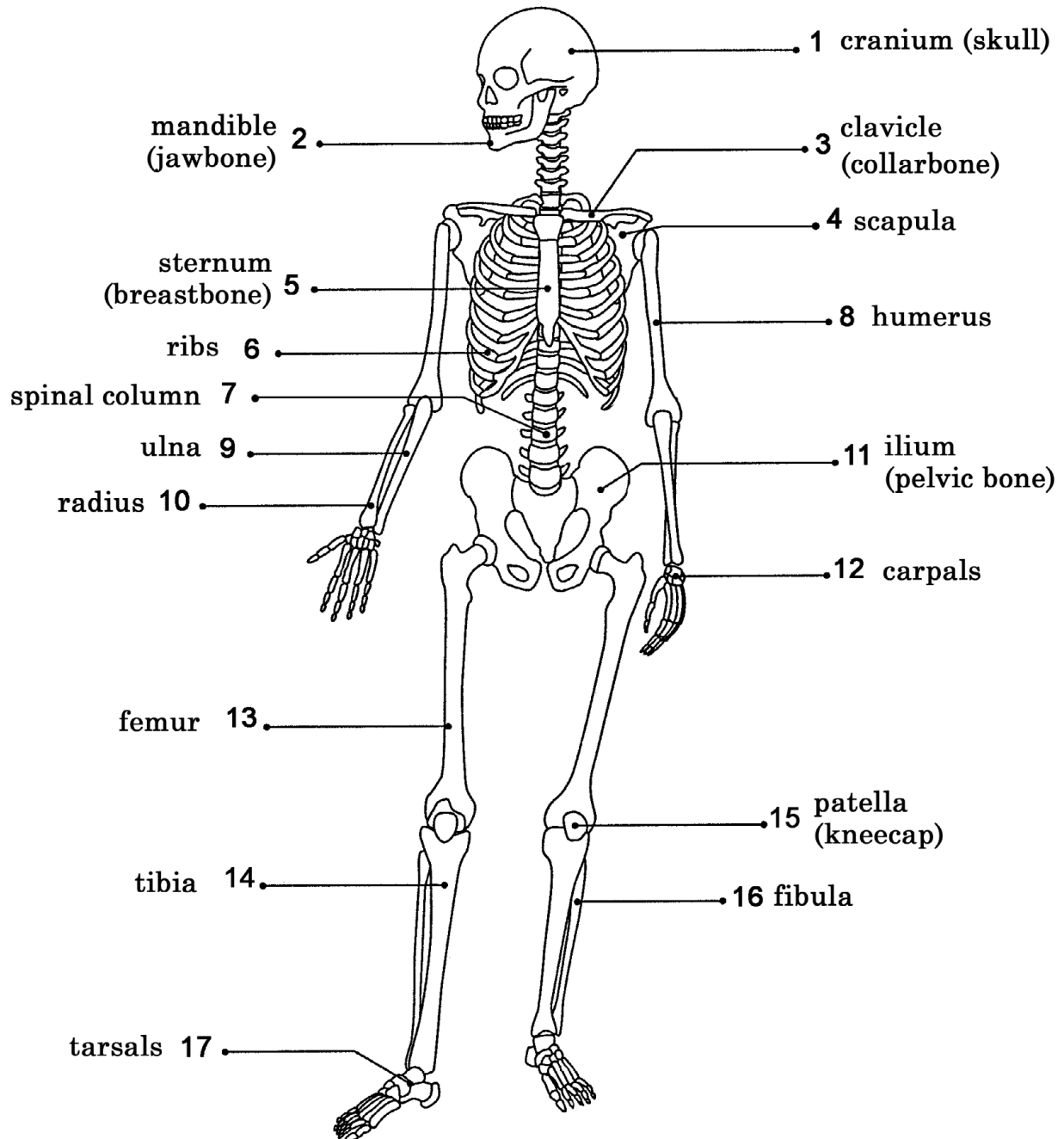


K.2.6.C.1a
K.2.6.C.1b

Skeleton Diagram (Labelled)



Name _____ Class _____ Date _____

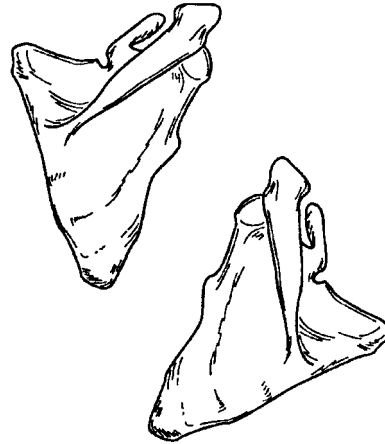
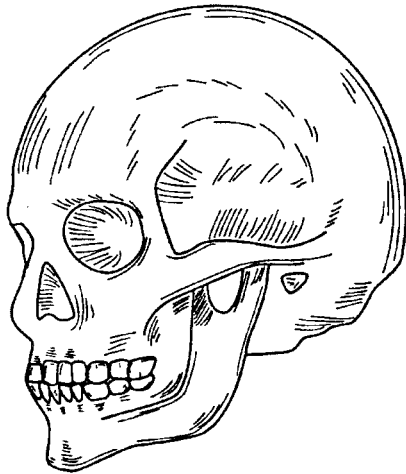


K.2.6.C.1a
K.2.6.C.1b

Skeleton Diagram (Parts of Skeleton)



Name _____ Class _____ Date _____

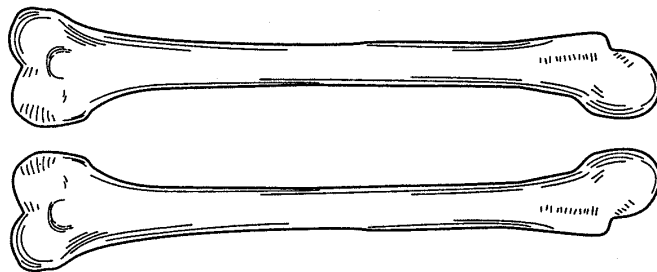
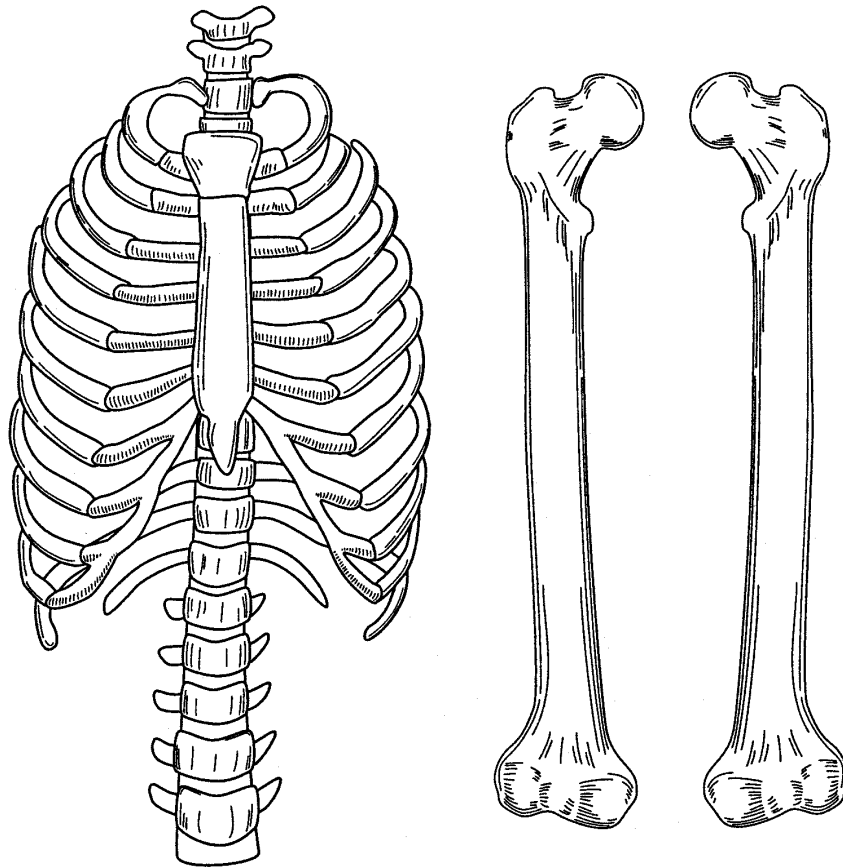


K.2.6.C.1a
K.2.6.C.1b

Skeleton Diagram (Parts of Skeleton)



Name _____ Class _____ Date _____



K.2.6.C.1a
K.2.6.C.1b

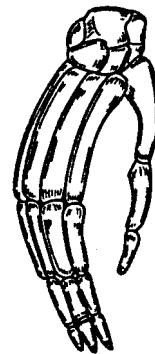
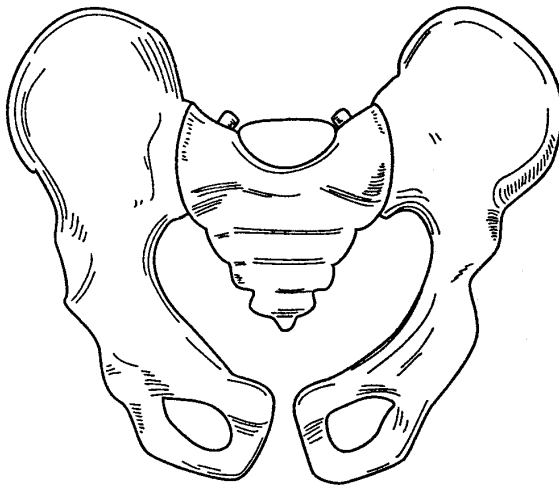
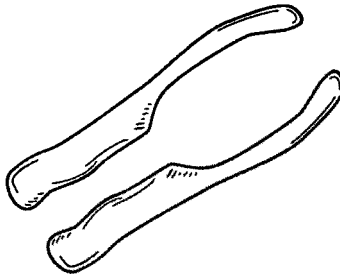
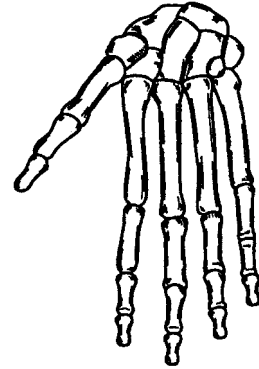
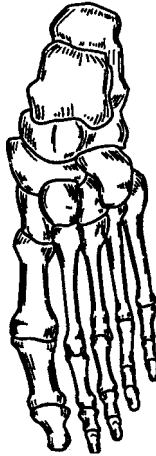
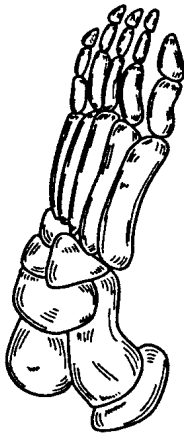
Skeleton Diagram (Parts of Skeleton)



Name _____

Class _____

Date _____



K.2.6.A.1
S.2.6.A.1a

Skill-Related Fitness Challenges



Name _____ Class _____ Date _____

Skill-Related Fitness Components/Tasks*	Date			Date			Date		
	Trial 1	Trial 2	Trial 3	Trial 1	Trial 2	Trial 3	Trial 1	Trial 2	Trial 3
Power									
Speed									
Agility									
Balance									
Reaction Time									
Eye-Hand Coordination									

* Refer to learning outcomes K.2.6.A.1 and S.2.6.A.1a for task/test descriptions.



S.2.6.A.1a

Skill-Related Goal Setting



Name _____ Class _____ Date _____

I would like to set the following three goals for this Skill-Related Fitness Circuit.

Goal	Component	Score I would like to achieve
1		
2		
3		

What can I do to achieve these goals?

Goal	Strategy/Action
1	
2	
3	

Final Analysis: How did I do?

Goal	I greatly exceeded my expectations.	I exceeded my expectations.	I met my expectations.	I did not meet my expectations.
1				
2				
3				



K.5.6.C.1a

Fact or Fiction?



Name _____ Class _____ Date _____

Read each of the following statements identifying food choices and types of physical activities for healthy bodies. Indicate whether each statement is true (T) or false (F).

Statements	True	False
1. To improve physical fitness, you must exercise every day for 15 minutes.		
2. Walking to school, climbing stairs, walking the dog, and chasing after younger children are physical activities that provide the health benefits of exercise.		
3. Physical activity helps relieve stress.		
4. Muscle strength is the ability of the heart, lungs, and circulatory system to deliver oxygen and nutrients to all areas of the body.		
5. To be physically fit, you must work on muscular strength, muscular endurance, cardiovascular endurance, and flexibility.		
6. It is healthy to eat only vegetables.		
7. Limiting fat intake contributes to a healthy body.		
8. Drinking three glasses of water each day is enough to hydrate the body.		
9. Eating a treat (e.g., candy, potato chips) occasionally is okay.		
10. A balanced diet includes food from all four food groups.		



K.5.6.C.1a

Healthy Bones Scavenger Hunt



Page 1 of 2

Name _____ Class _____ Date _____

Look under pylons for cards representing foods and physical activities. When you find a card, answer the following question: *Does this food or physical activity contribute to bone development?* Write the item in the appropriate column below.

Contributes to Bone Development	Does Not Contribute to Bone Development



Healthy Bones Scavenger Hunt Cards and Answer Key



Foods		Physical Activities	
milk	cheese	walking/running	swimming
doughnut	bacon	rope jumping	dancing
apple	broccoli	yoga	bob-sledding
carrot	yogourt	playing tennis	carrying groceries from car to house
cookie	ice cream	stretching exercises	cycling



Answer Key			
Contributes to Bone Development		Does Not Contribute to Bone Development	
milk	rope jumping	doughnut	yoga
cheese	walking/running	apple	swimming
broccoli	dancing	bacon	bob-sledding
yogourt	playing tennis	carrot	stretching exercises
ice cream	carrying groceries	cookie	cycling



K.5.6.C.1b
S.5.6.A.3a

Week Links



Name _____ Class _____ Date _____

In the centre of the oval, write one healthy food choice and one physical activity you will practise each day for one week. Shade in the blocks as you complete each day.

A large oval divided into seven numbered sections (1-7) around a central area. The central area contains two sections: 'Healthy Food Choice:' with four horizontal lines, and 'Physical Activity:' with four horizontal lines. The numbers 1 through 7 are placed in the outer sections of the oval.

S.5.6.A.1
 S.5.6.A.2
 S.5.8.A.1

ACTION Plan



Name _____ Class _____ Date _____

Complete the following ACTION plan for achieving a goal. For each area of the ACTION plan, write a response, including factors that may help or hinder you in meeting your goal and, where applicable, indicating what needs to be changed.

What is your goal? _____

A C T I O N	Area of ACTION Plan	Response
	Activity/Action Describe the activities or actions you plan to undertake to achieve your goal.	
	Category Identify the category (e.g., physical activity, hygiene, social-emotional well-being, nutrition) that your goal is associated with.	
	Time Explain when and for how long you did the activity.	
	Implemented, Incomplete, or In Progress Indicate the status of your progress in reaching your goal.	
	Observation Describe your observations (e.g., feelings, behaviours, thoughts) related to your goal.	
	Next Step(s) or New Plan(s) State what you need to do next.	



Grade 7

**Physical Education/
Health Education**



Grade 7

1. Movement

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.7.A.1 Recognize characteristics of selected movement skills and patterns (e.g., overhead throwing pattern...) as applied in a variety of physical activities, including territory/invasion-type and striking/fielding-type activities (e.g., baseball, football, overhand volleyball serve...).</p>	<p>◆ Pass for Contrast</p> <p>Have students demonstrate various types of passes used in a variety of invasion-type games (e.g., soccer, basketball). After several attempts, have students</p> <ul style="list-style-type: none"> • discuss how they were able to pass • demonstrate their passes • describe the basic movement skills used in each of the selected sports • discuss the similarities and differences in the passing techniques used in different sports
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> </div>	<p>◆ Skill Patrols</p> <p>As students are participating in a selected physical activity, designate some students as skill patrols and provide them with a checklist of key characteristics for the skill they are going to observe. Have skill patrols check off how many times they see evidence of each characteristic being performed by an individual or a group of students. Have students record results on a checklist on the chalkboard or a poster.</p>
	<p>◆ Playing the Field</p> <p>Explain to students the characteristics of throwing and catching skills in the context of striking/fielding-type games such as softball, cricket, and touch football. Have students work in pairs: One student demonstrates correct and incorrect characteristics and the other identifies which is correct or incorrect. Switch roles.</p>



TEACHER NOTES

Refer to Appendix A: Physical Activity Categories for suggested territory/invasion-type and striking/fielding-type activities.



See also BLM G–17: Teaching Games for Understanding Chart.

Make or obtain posters of selected movement skills to display on the walls to assist students who are visual learners.

Contact provincial sport organizations for further information on specific skills or learning resources, such as posters, videos, and so on.

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.



SUGGESTIONS FOR ASSESSMENT

◆ Questioning/Interview: All Activities

Teacher Assessment: Inventory

As students perform their passes, ask questions such as the following:

- With which foot do you step forwards?
- Where is your release point or follow-through?
- What mechanical principles are involved?

◆ Performance Task: Skill Patrols

Self-Assessment: Checklist

Have skill patrols observe the physical activity and use their checklist to determine the skills involved in the context of the game or activity being played.

Suggested Criteria:

Look for skills such as

- running
- hopping
- skipping
- galloping
- rolling
- bouncing
- catching
- underhand throwing
- overhand throwing
- striking
- kicking
- static balance
- dynamic balance

Or use sport-specific skill lists, as in basketball:

- dribbling
- chest pass
- bounce pass
- two-hand overhead pass
- baseball pass
- jump stop
- stride stop
- pivot

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.7.B.1 Examine external factors (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development.</p>	<p>◆ Brainstorming Warm-Up</p> <p>Post a question such as “What external factors may help or hinder a person’s skill development in sports or physical activities?” During a brainstorming warm-up, have students decide on three external factors in their own lives and write each one on individual self-adhesive notes. Have students classify their responses and stick them on the appropriate poster in the gym—posters may be labelled Cost, Facility, Availability, Practice Opportunities Outside School, or other. At the end of the warm-up, ask students to do a Gallery Walk to review the various ideas within each category. (See Gallery Walk, 5–8 ELA, Strategies–202.)</p> <p>◆ Carousel Brainstorming</p> <p>Choose two sports or physical activities offered in the community or school and two that are not offered, and post the names at four different locations in the room. Divide students into four groups, with an equal number of students at each poster. Have them discuss for a set period of time (e.g., two minutes) external factors (i.e., cost, facility availability, practice opportunities, other) that affect movement skill development and identify the factor that affects skill development the most. Have students run for two minutes in a clockwise direction, and then stop and brainstorm for two minutes at the next physical activity/sport poster. Repeat until students have visited all four posters.</p> <p>Variation: Discuss the external factors that may affect equitable participation related to gender, people with special needs, level of competition, and so on.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.7.A.2a)</p> <p>SS: Economics and Resources</p> </div>	


TEACHER NOTES

Place posters around the gym, labelled Cost, Facility Availability, Practice Opportunities Outside School, and others for students to classify their responses.

See learning outcome K.4.7.A.2a for obstacles that may influence achievement when setting personal goals.


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: Brainstorming Warm-Up

Teacher Assessment: Inventory

Ask students to highlight the common ideas in each category of identified external factors.

Suggested Criteria:

The student understands that

- socio-economic status may have an impact on skill development for specific sports
- gender may play a role in skill development based on interest, previous experience, or accessibility
- other

◆ Journal/Learning Log: Carousel Brainstorming

Self-Assessment: Inventory

Have students write a journal entry about their understanding of the external factors that affect motor skill development related to a sport of their choice.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.1.7.B.2 Identify the biomechanical concepts for efficient movement (i.e., leverage) related to striking activities (e.g., shorter radius of rotation reduces force, as in choking up on a bat...).</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>MA Patterns and Relations Statistics and Probability</p> <p>SC: Cluster 3—Forces and Structures</p>

SUGGESTIONS FOR INSTRUCTION

◆ **The Best Hit**

Have students work in groups and take turns striking a stationary ball from a T-stand, using a variety of instruments that range in length, such as bats, racquets, paddles, and hands. Have each group answer the following questions:

- Which instrument made the best hit? Why?
- Which was the easiest to use? Why?
- Which was the hardest? Why?

◆ **Size Surmise**

Have students examine a piece of striking equipment (e.g., racquet, bat, golf club, hockey stick, lacrosse stick) that they have at home. Ask students to complete the following as a take-home activity:

1. Name your implement.
2. Describe or draw its shape.
3. Measure the length of the implement.
4. Is the same length used for all ages? Why or why not?
5. Weigh the implement. How much does it weigh?
6. Is the same weight used for all ages? Explain.
7. Why do you think the implement is designed the way it is?
8. What biomechanical principles relate to the use of the selected implement?
9. What are the advantages of using an implement like this for the selected physical activity/sport?
10. What are the disadvantages of using an implement like this for the selected physical activity/sport?


TEACHER NOTES

Leverage—the action of using levers to assist in work.

Teachers are encouraged to refer to the biomechanical concepts when teaching all sports or physical activities to help students understand the reasons for efficiency in human movement, proper technique, design of equipment, and so on.


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: The Best Hit

Teacher Assessment: Inventory

Have students identify their choice of implement for the best hit and describe why they chose it.

◆ Journal/Learning Log: Size Surmise

Teacher Assessment: Checklist


Have students write or draw a journal entry about leverage and how it relates to the activities in which they participate.

Suggested Criteria:

Look for evidence of the following concepts:

- The faster the swing, the greater the force applied.
- Maximum speed is achieved through sequential use of body segments.
- The longer the implement, the faster the speed, provided the speed of the swing is the same.

(Coaching Association of Canada 5–12)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.1.7.B.3 Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to territory/invasion-type activities (e.g., offensive pass to an “open space”...) and striking/fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...).</p>	<p>◆ Grid Games</p> <p>Have students work with partners or in small groups in a square grid approximately three metres by three metres marked by pylons or lines on the gym floor or in an outdoor field, and use a variety of equipment such as basketballs, soccer balls, spongy balls, rugby balls, or beanbags. Have students practise and analyze the different movement concepts.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>PE/HE: GLO 1—Movement (K.1.7.C.3—offence/defence)</p> </div>	<p>Examples of Grid Games:</p> <ul style="list-style-type: none"> • Open Spaces: Have one student, standing stationary, throw a ball to the partner who is moving to an open corner of the grid. Students receiving the pass make a target for their partner to aim at. After each throw, have students change roles of thrower and receiver. Discuss the movement concepts as they relate to throwing to open spaces. • Corner Ball: Divide students into four teams and give one spongy ball to each team. Have students in each team pass the ball around to get close to their opponents and to tag them with the ball. When tagged, students move to a designated fitness area set up in each corner of the gym. Each time a person is tagged, he or she performs a different selected fitness activity and then returns to the game. Discuss the movement concepts related to space awareness. • Defence on the Move: Have students roll a ball into an open space and have the partner pick up the ball before it rolls out of the grid (like fielding a grounder in softball). Change roles after five attempts to pick up the ball. Discuss the movement concepts as they relate to fielding a moving ball.
	<p>Variations: Students can enlarge their grid to increase the difficulty in accomplishing the task.</p>
	<p> Refer to BLM G-1: Grid Activities.</p>



TEACHER NOTES

See Appendix A: Physical Activity Categories for more information and a suggested list of territory/invasion-type and striking/fielding-type games.



See also BLM G–17: Teaching Games for Understanding Chart.

For more information on grid activities, see pages 121 to 134 of *Right Fielders Are People Too* (Hichwa).

Encourage students to corner their opponents in order to tag them.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Grid Games

Teacher Assessment: Inventory

As students perform the grid games, ensure that all are able to complete each game and apply each strategy and concept correctly.

Suggested Criteria:

Observe the student's ability to do the following:

- Use a hand signal to make a target.
- Run to open spaces to receive a pass.
- Aim near boundaries.
- Throw hard/soft.
- Follow and intercept.
- Other

◆ Observation: Grid Games

Self-Assessment: Inventory

Videotape students performing the grid games and have them view their own movements.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.7.C.1 Identify the importance of following rules (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) of selected sports and games.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 3—Safety (K.3.7.A.1, K.3.7.A.4, K.3.7.B.5b, S.3.7.A.1)</p> </div>	<p>◆ Fair-Play Gallery Walk</p> <p>Have the class form six groups and assign each group one of the following words written on separate pieces of chart paper: Safety, Control, Fair Play, Inclusion, Enjoyment, and Entertainment. As a group, students decide how the word relates to a game or sport. Have each group post their ideas on the wall and have the class do a Gallery Walk. (See 5–8 <i>ELA, Strategies–202.</i>)</p> <p>Example for Softball:</p> <ul style="list-style-type: none"> • Safety: Provide proper equipment for the back catcher, provide a helmet for the batter, and ensure proper distance to the pitcher’s mound. • Control: Place the bat down after hitting. Run on the baseline. • Fair Play: Cheer all good plays by both teams. • Inclusion: Adjust the distance from the pitcher’s mound to home plate, using a batting tee. Allow players to play the positions they want (feel comfortable with). Let everyone bat, and then switch to fielding (instead of having “three outs”). • Enjoyment: Play for fun and learning. • Entertainment: Watch others on the team play. Watch other teams play (live or on television).
	<p>◆ Graphic Organizer</p> <p>Have students in small groups create a graphic organizer for a particular sport or activity that pertains to the factors of safety, control, fair play, inclusion, enjoyment, and entertainment.</p> <p>Example of a Graphic Organizer:</p> <div style="text-align: center;"> </div> <p>◆ Why the Rule?</p> <p>When introducing any game, explain the safety rules for it. Lead a class discussion on why the rule is needed as it pertains to the factors of safety, control, fair play, inclusion, enjoyment, and entertainment.</p>



TEACHER NOTES

Visit each group during their discussion to ensure that all students understand the task.

Fair-Play Ideals:

- Respect the rules.
- Respect the officials and accept their decisions.
- Respect your opponent.
- Give everyone an equal/equitable opportunity to participate.
- Maintain your self-control.

The fair-play ideals are identified on page 16 in the Leisure section of *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 2* (CAHPER/CIRA).

For more information, see *Fair Play for Kids* (Binder).

Over the years, rules have changed for various reasons in different sports. Have students determine why this occurred in specific sports. For example, volleyball games used to be 15-point games and now they are 25 points.

For more information on Graphic Organizers, see pages 6.14 and 6.15 of *Success for All Learners*.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Reflection: Fair-Play Gallery Walk**

Self-Assessment: Inventory

Have students write a journal entry that looks at the importance of fair play in the games and activities in which they participate during school and out of school.

◆ **Paper and Pencil Task: Graphic Organizer**

Group Assessment: Inventory

Have students, in small groups, create a graphic organizer for a particular sport or activity that considers safety, control, fair play, inclusion, enjoyment, and entertainment.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.7.C.2 Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion-type activities (e.g., lacrosse, soccer...) and striking/fielding-type activities (e.g., baseball, cricket...).

Curricular Connections

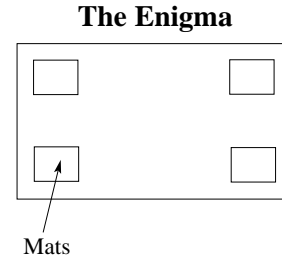
ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **The Enigma: Territory/Invasion and Striking/Fielding**

Set up the gym with one mat at each corner, as illustrated. Divide students into four groups (one group per mat) and ensure that each group has a clue-recording sheet, a pencil, and pinnies (to identify teams) at each mat for playing the Enigma game.



Procedure for Enigma Game:

- Give each student a clue card and instruct everyone not to look at it. Each clue card has a sport-specific term on it.
- On the signal “go,” have students leave their mats and run all around the gym, except on the mats, and tag students from other teams.
- If tagged, students reveal their clue to their tagger.
- The tagger returns to his or her mat with the clue holder (the tagged student) to write down the clue on the team’s recording sheet. Clues should be recorded in the proper column corresponding to the applicable team. Once completed, both players are back in the game.
- Have students collect as many clues as possible and then identify the enigma for each group.

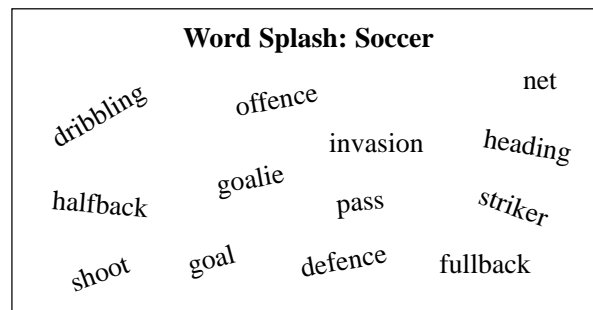


Refer to BLM 7–1a: Enigma Clue Cards for Invasion/Fielding/Striking Games and BLM 7–1b: Enigma Clues: Recording Sheet.

◆ **Word Splash**

At the beginning of a new unit of study (e.g., soccer), show students a Word Splash of related terms. Observe how many terms they are already familiar with and have them predict the new unit.

Example:



(continued)

**TEACHER NOTES**

Ensure that there are enough clue cards for every student in the class, plus four recording sheets.

If necessary, call health breaks, which means that all students stop running and the teacher asks a variety of students (one to three) to reveal their clues to assist in the completion of the lists and to give students a rest. Resume the game after a short break.

See Appendix A: Physical Activity Categories for a suggested list of territory/invasion-type and striking/fielding-type games.



Also see BLM G–17: Teaching Games for Understanding Chart.

Language Link:

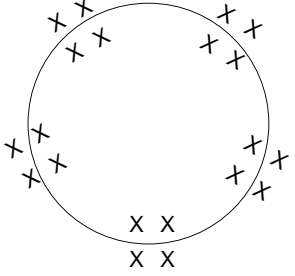
When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.

For more information on Word Splashes, see page 6.28 of *Success for All Learners*.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: The Enigma**

Group Assessment: Inventory

After the activity, have students determine the number of terms they understood related to the specific sports and games.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.7.C.2 (continued)</p>	<p>(continued)</p> <p>◆ Find Someone Who...</p> <p>Have students use a Find Someone Who... questionnaire that asks about specific terminology associated with the sport or game just learned.</p> <p>Example for Basketball:</p> <p>Find Someone Who...</p> <ol style="list-style-type: none"> 1. Who can describe what “double dribble” means? 2. Who can show the arm action in the set shot? 3. Who can do a lay-up on the dominant side? 4. Who can define what a “jump ball” is? 5. Who can explain what “give and go” means? 6. Who can explain what “back/over” means? 7. Who knows what colour the basketball boundary lines are? 8. Who can draw where people stand around the key for a free throw? 9. Who can describe what a “pivot” is? 10. Who can describe what “travelling” means? <p>Variation: To promote more active participation, have students perform this activity without a handout. After every question, have a student demonstrate or tell the group the correct response.</p> <p>◆ Rotating Reel</p> <p>Have the class form a large circle of smaller groups (four students) standing in a circle. Number each person in a group from one to four. Ask the group to discuss a question and decide on a group answer. Then choose a number and ask the students with that number to move in a counter-clockwise direction to share their group’s answer with the next group. Repeat the steps, asking another question. (See Find Someone Who... for sample questions.)</p> 



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.7.C.3 Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games, including territory/invasion-type and striking/fielding-type activities.

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 1—Movement (K.1.7.B.3)

SUGGESTIONS FOR INSTRUCTION

◆ **Grid Games**

Have students work with partners in a square grid approximately three metres by three metres marked by pylons or lines on the gym floor, and use a variety of equipment such as basketballs, soccer balls, spongy balls, rugby balls, and beanbags. Have students practise and determine basic offensive/defensive strategies.

Examples of Grid Games:

- **Knee Touch:** Have students stand facing each other and see how many times in 30 seconds each person can touch the outside of the partner’s right knee. (Offensive strategy is to touch knee. Defensive strategy is to stay low and away from partner.)
- **Two Versus Two Pin Guard:** Have students set up a pin inside a hoop and form teams for two versus two. As a team, each pair throws a spongy ball, trying to prevent the other pair from knocking down the pin. After players have made a good defensive play, made an interception, or knocked down the pin, the ball goes to the defensive team. (Basic defensive strategy is to keep out.)

Variation: The person with the ball can only pivot to pass to a teammate.



Refer to BLM G–1: Grid Activities.

- **Chalk Talk:** Organize students into teams using fair methods (e.g., grouped by eye colour, birthdays, seasons, what they had for breakfast, and so on) and have students number off in their groups (e.g., one to four). As students are playing a game, call “time out” and choose a number. Have the student with that number in each group describe an offensive or defensive strategy to their group. Choose one student to draw his or her suggestion on the chalkboard and then have all groups draw the same diagram on the floor with chalk and try it. Continue playing and repeat calling “time out” throughout the class to allow others to explain different strategies.



TEACHER NOTES

See Appendix A: Physical Activity Categories for more information and a suggested list of territory/invasion-type and striking/fielding-type games.



See also BLM G–17: Teaching Games for Understanding Chart.

For more information on grid games, see pages 121 to 134 of *Right Fielders Are People Too* (Hichwa).

Develop cue words to help students understand basic offensive and defensive strategies, such as keep away, keep out, move to an open space, fake, deke, change pace, balance, person to person defence, zone defence, and zone shift.

Encourage students to guard the person and not the pin. Remind them to keep their feet moving and to follow the person they are guarding.

This learning outcome (K.1.7.C.3) identifies basic offensive and defensive strategies to be addressed at this grade. Depending on the physical activity or sport selected, teachers will need to define the activity-specific skills and strategies that align with the learning outcome.

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.



SUGGESTIONS FOR ASSESSMENT

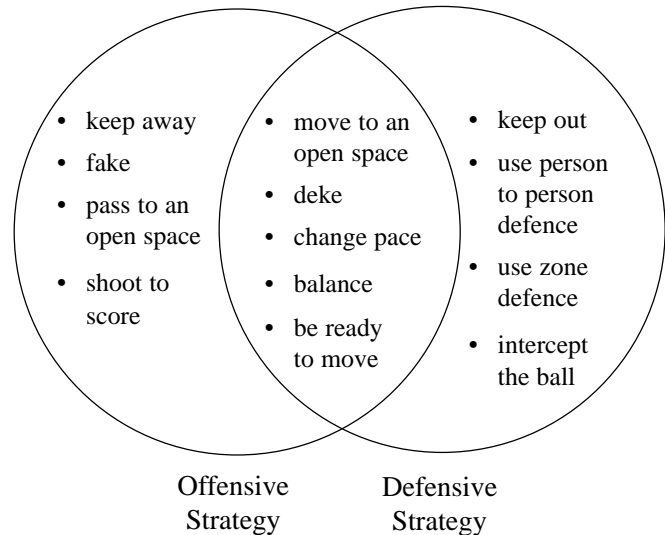
◆ **Questioning/Interview: Grid Games**

Teacher Assessment: Inventory

As part of a cool-down activity, ask students to report what offensive and defensive strategies were used in the activity using a Venn diagram.

Example for Soccer:

Venn Diagram



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.1.7.C.4 Distinguish between fair play behaviours (e.g., showing respect for rules, officials, and opponents...) and unethical behaviours (e.g., cheating, arguing with an official, foul play...) regarding participation in physical activities and/or sports.</p>
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Role-Play: It’s Only Fair**

Have pairs of students act out or describe a scenario based on a conflict or fair play in a game or activity that they have seen. Have students determine whether the behaviour is ethical or unethical. Discuss how the situation could have been handled to make an unethical example ethical.

Examples of Ethical and Unethical Behaviours:

- slashing in floor hockey (unethical)
- accepting the official’s call graciously (ethical)
- demonstrating anger in an inappropriate manner (e.g., hitting) after an opponent scores a goal (unethical)
- passing the ball to all the players to give everyone a turn (ethical)
- swearing because a player did not get an opportunity to contact the ball in volleyball (unethical)
- keeping the stick below the waist in playing floor hockey (ethical)
- a coach/player/spectator yelling at the referee at a school basketball game (unethical)
- saying “good shot” to an opponent who scored a goal (ethical)
- other ideas from students

◆ **Sort and Predict Relay**

Have students form groups of three or four and provide them with a variety of behaviour cards (for suggestions, see Role-Play: It’s Only Fair). Have students from each group run (one at a time) to a posted chart and categorize the behaviour identified on a given card as either Fair Play or Unfair Play.

**TEACHER NOTES**

Encourage students to think of actual situations in which they have been involved.

For more information, see *Fair Play for Kids* (Binder).

Ensure that the discussion focuses on a specific behaviour rather than a specific person.

**SUGGESTIONS FOR ASSESSMENT****◆ Learning Log/Reflection: All Games**

Self-Assessment: Inventory

As part of a cool-down activity, have students write an Exit Slip on a fair play behaviour or an unethical behaviour observed that day and suggest a solution for the conflict. (See Admit and Exit Slips, *Success for All Learners* 6.60.)

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Quiz

Create a quiz to determine whether students can generate positive ways to solve problems that arise in physical activities and/or sports. Try to use scenarios that are similar to the ones used in class.

PRESCRIBED LEARNING OUTCOMES						
<i>Students will...</i>						
<p>☐ S.1.6.A.1 ➔ S.1.7.A.1 Perform extensions and/or variations of transport skills (e.g., sprinting, jumping, springing, rotating...), applying mechanical principles (e.g., speed is affected by the weight of body, range of motion, number of involved body segments, application of force...) for speed, height, and/or distance.</p>						
<table border="1"> <tr> <td data-bbox="115 716 358 743">Curricular Connections</td> </tr> <tr> <td data-bbox="115 743 358 770">MA:</td> </tr> <tr> <td data-bbox="115 770 358 798">Patterns and Relations</td> </tr> <tr> <td data-bbox="115 798 358 825">Statistics and Probability</td> </tr> <tr> <td data-bbox="115 825 358 852">SC:</td> </tr> <tr> <td data-bbox="115 852 358 879">Cluster 3—Forces and Structures</td> </tr> </table>	Curricular Connections	MA:	Patterns and Relations	Statistics and Probability	SC:	Cluster 3—Forces and Structures
Curricular Connections						
MA:						
Patterns and Relations						
Statistics and Probability						
SC:						
Cluster 3—Forces and Structures						

SUGGESTIONS FOR INSTRUCTION

◆ **The Sky’s the Limit**

Have students participate in a variety of activities that involve direction changes, weight transfers, and transport skills. Discuss with students how form or effort (speed) can affect the distance or height a person can travel.

Example for High Jumping:

Have students go through the initial progressions for high jumping, using crash mats for safety:

1. Students jump backwards from both feet and land on the mats on their backs.
2. Students use their arms to improve the jump by bringing their arms up and pushing their shoulder blades together.
3. Students increase the speed of the movement by bringing their hips up and kicking their feet up so that they may roll over on the mats.
4. From a staggered stance, students take off from one foot and rotate their bodies so that they land on their backs and roll.
5. Students increase the number of steps to the take-off point.
6. Students run in for the approach.

If possible, put up a bar or elastic for students to observe their increase of height.

◆ **Vertical Jump**

Have students perform a vertical jump beside a wall and record their height monthly, tracking their improvement.

◆ **Owl Hop**

Ask students to stand on one leg, with the foot of the other leg hooked behind the knee of the standing leg. Have them squat down and jump as far as they can in a horizontal direction. Measure the distance jumped. Have students alternate legs.

◆ **Rope Jumping**

Have students perform a variety of rope-jumping tricks (e.g., double under, cross over) that require them to change speed and height. Discuss with students how speed and height can affect task completion.

(continued)

**TEACHER NOTES**

Variations or extensions of basic transport skills may include the following: galloping sideways can be called sliding or shuffling; adding height to a run can be called leaping.

In high jumping, pushing the shoulder blades together will assist in creating an arch in the back for the “Fosbury Flop.” Encourage students to drive the outside knee up to increase the height of their take-off.

Use the same technique for each trial:

- Right-handed jumpers—left, right, together, up
- Left-handed jumpers—right, left, together, up

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for specific safety recommendations for the chosen activity.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: The Sky’s the Limit**

Teacher Assessment: Rating Scale

As students perform their tasks, check whether they can properly perform the key characteristics defined for the selected activity. Use a rating scale, allowing one point for each characteristic or criterion.

◆ Performance Task: All Activities

Self-Assessment: Inventory

Videotape students as they perform the task and later view the tape with them. As students view the videotape, have them identify what they are doing correctly and correct their own errors in performance.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.6.A.1 ➔ **S.1.7.A.1** (continued)

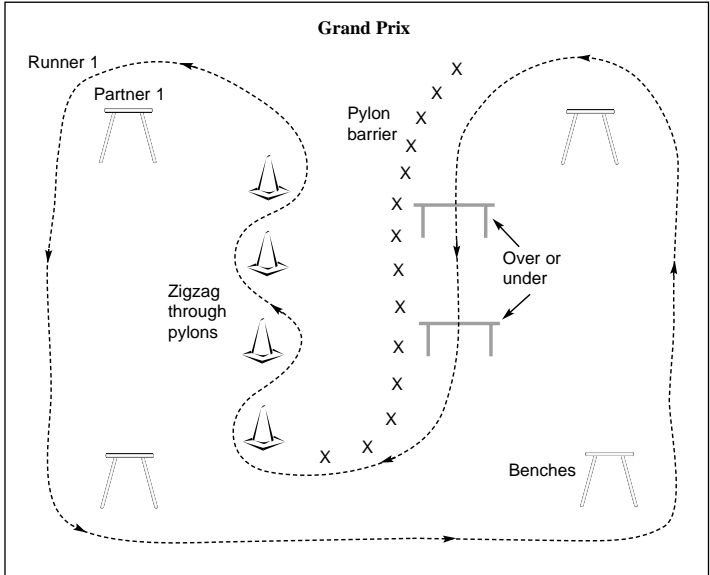
SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Speed Grand Prix**

Have students work in pairs, with one person running the Grand Prix course (see illustration below) while the other rests. Each student starts and finishes a lap at the same bench. Once one student completes the course, the partner runs around the course.

Example:



Variations: Have each student complete two laps prior to changing with the partner. Add other obstacles to the course to increase the difficulty or to change the skills practised:

- Run two laps and then switch.
- Use other obstacles.
- Use tokens and count laps.
- Use heart-rate monitors.

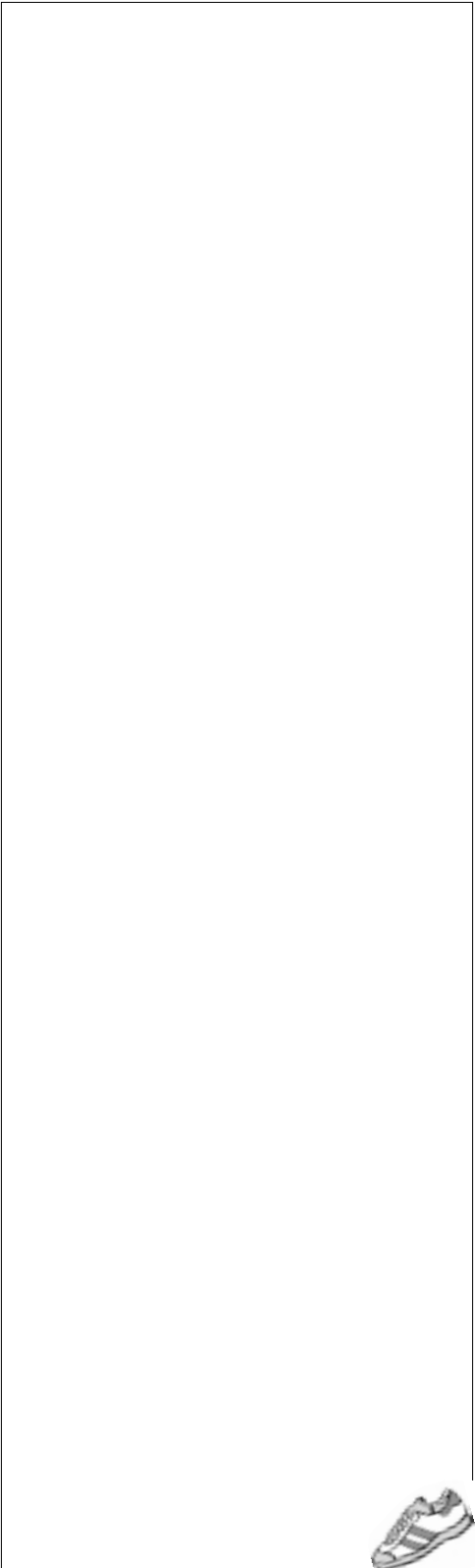
◆ **Distance Long Jump**

To help students understand the mechanical principles related to jumping for distance, have students complete the following series of tasks, each task building on the previous one(s):

1. Stand with feet together, rock from heel to toe, and jump.
2. Stand with feet together, bend at the knees, and jump.
3. Stand with feet together, swing arms, and jump.
4. Take a two-step walk into the jump.
5. Take a running start into the jump.

TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.7.A.2 Perform manipulation skills (e.g., bouncing, rolling, striking...), **applying mechanical principles** (e.g., length of lever, range of motion, number of body segments, application of force...) **for consistency.**

Curricular Connections

PE/HE:

GLO 1—Movement (K.1.7.B.2)

SC:

Cluster 3—Forces and Structures

SUGGESTIONS FOR INSTRUCTION

◆ **Go the Distance!**

Have students practise a variety of manipulation skills, such as striking in badminton, throwing in football, striking in volleyball, rolling in bowling, and throwing, catching, and striking in softball. Have them apply the mechanical principles involved in each skill.

Examples of Manipulation Skill Applications:

- **Badminton:** Have pairs of students practise the underhand/overhand clear, drop shot, and smash in badminton. One student is the feeder with three shuttles and the other is ready to return the shuttles using the clear. After three attempts, students switch roles and repeat the activity. They continue until each person has tried all three shots.
- **Football:** Have students, working with a partner, practise the proper technique of throwing a football. They start from a short distance apart and slowly increase the distance between them.
- **Volleyball:** Have students, in pairs, practise the proper serving technique for the underhand or overhand serve. Students start close to each other, gradually working their way backwards to the serving line and eventually including the net.

◆ **Cooperative Catch**

Have students practise manipulation skills (e.g., throwing, catching) to see how many times they can catch the ball consecutively in pairs or in small teams. If a player misses, the team starts counting from zero again. Have students keep track of their results and challenge themselves to beat their own record.



TEACHER NOTES

Ask students to think about how they are able to perform each skill as they practise.

See learning outcome K.1.7.B.2 for reference to biomechanical concepts for efficient movement.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Go the Distance!**

Teacher Assessment: Inventory

After students have practised the manipulation skills, discuss how far on the court or field each shot should land and how students were or could have been successful in performing the task. As well, break down each shot in terms of the number of body segments used.

<u>Distance of Shot</u>	<u>Number of Body Segments Used</u>

Suggested Criteria:


The student

- identifies that the force of a shot varies with the number of body segments involved
- understands that the point of contact and the force involved determine the distance and speed of a shot

◆ **Performance Task: All Activities**

Peer Assessment: Scoring Rubric

Use a teacher- or student-designed scoring rubric for each manipulation skill. Have pairs of students take turns observing each other’s performance in station or game activities and provide each other with verbal and/or written feedback.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ S.1.7.A.3 Demonstrate balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support) for stability and strength in cooperative-type activities (e.g., team-building activities, rescuing activities, pulling activities...).</p>	<p>◆ Crossing the Red</p> <p>Have students form groups of five by finding others in the class who have the same hand size to perform the following task:</p> <ul style="list-style-type: none"> • Give each group five pieces of equipment (e.g., a floor hockey stick, beanbag, skipping rope, flying disk, deflated ball) and have students stand at one end of the gym. • On the signal “go,” have the groups, working cooperatively, make their way across the gym by balancing on the pieces of equipment. • If a group member loses his or her balance, the entire group must walk backwards over the equipment to the point where he or she fell off and try again. • A group is successful when all its members reach the other end of the gym. <p>Variation: Have students experiment with different pieces of equipment and then challenge the entire class to use their equipment.</p>
<p>Curricular Connections ELA: GLO 5—Celebrate and build community.</p>	
	<p>◆ Human Knot</p> <p>Have students form groups of five or more and stand in a circle. Students must join hands with others in the circle, but not with the person beside them and not both hands with the same person. Give students the task of untangling themselves without releasing their hands to create a circle.</p>
	<p>◆ River Raft</p> <p>Have students form groups of four or more and stand on two opened gym mats on one side of the gym. Have students work together to move their group from one end of the gym to the other, on the mats, without anyone touching the floor.</p>
	<p>◆ Pyramids</p> <p>Have students create simple three-person pyramids, ensuring that each formation is safe for all members of the group to perform.</p>
	



TEACHER NOTES

Ensure that all groups have exactly the same pieces of equipment while “Crossing the Red.” Choose pieces of equipment that are safe and reliable for students to stand on.

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.



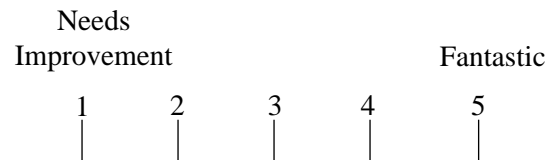
SUGGESTIONS FOR ASSESSMENT

◆ Questioning/Interview: Crossing the Red

Group Assessment: Rating Scale

After students have completed the team challenge, have the groups answer the following questions:

1. Were we successful? Yes No
2. What did we do well during this challenge?
3. How were we able to help each other maintain balance throughout this challenge?
4. What could we have done to make it easier for our group?
5. We rate our group cooperation throughout this activity as follows (circle one number):



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.7.B.1 Apply functional use of selected and/or activity-specific movement skills (e.g., drop shot, high jumping, kicking...) in a variety of individual/dual games/sports (e.g., badminton, track and field activities, kick-sack...).</p>
<p>Curricular Connections ELA: GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p>

SUGGESTIONS FOR INSTRUCTION

◆ **One or All**

Have students participate in a variety of individual/dual activities such as handball, squash, racquetball, juggling, kick-sack, and track and field. Use the fundamental skills associated with each activity in conjunction with a lead-up game (broaden the tasks and the skills).

Example for Sepak Takraw:

This activity requires players to kick a ball-like object with their feet (inside, outside, and toes) as well as their heads. After learning the basic skills, students play a game of two on two over a lowered badminton net or gym mat. Allow three hits per side prior to the ball travelling over the net and allow one player to make all three contacts.

◆ **Badminton Round Robin**

As students are participating in a badminton round robin tournament, record the skills that they were able to demonstrate:

- serve
- overhead clear
- underhand clear
- smash
- drop shot



TEACHER NOTES

For safety considerations, refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

See Appendix A: Physical Activity Categories for other individual/dual sports/games.

For more information about Sepak Takraw, see the Sepak Takraw Association of Canada website: <<http://www.takrawcanada.com>>.

For more information about tournament structures, see pages 1 to 8 in the Appendix of *Student Leadership Development Program: Secondary Teacher’s Guide* (CIRA).

For suggested sport-specific assessment strategies, refer to the Alberta Learning website: <<http://ednet.edc.gov.ab.ca/physicaleducationonline/>>.

Aboriginal Links:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

For more learning activity suggestions, refer to *Native Games: Teacher Handbook* (Manitoba Education).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: One or All**

Peer Assessment: Inventory

Identify one person per group as the coach responsible to watch his or her group play. The coach gives feedback to the group based on observations of skills and rules demonstrated. Allow all students to have a turn at being the coach.

Skill-Assessment Card				
Name _____	Class _____			
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skills as prescribed:				
• follows activity rules of play				
Comments:				

◆ **Performance Task: Badminton Round Robin**

Teacher or Peer Assessment: Frequency Index

As students are participating in a game or tournament play situation, the teacher or a peer observes and records the skills that were used and how often they were used.

Badminton Skills					
Skills	Trials				Total
• Serve					
• Overhead clear					
• Underhand clear					
• Smash					
• Drop shot					

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>□ S.1.7.B.2 Apply functional use of selected and/or activity-specific movement skills with a defensive and/or an offensive component (e.g., faking out an opponent, guarding, running for positioning to catch a ball, batting...) in a variety of games/sports, including territory/invasion-type activities (e.g., basketball...) and striking/fielding-type activities (e.g., cricket, softball...).</p>
<p>Curricular Connections MA: Statistics and Probability Number PE/HE: GLO 1—Movement (K.1.7.C.3)</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Grid Games**

Have students work with partners in a square grid approximately three metres by three metres marked by pylons or lines on the gym floor, and use a variety of equipment such as basketballs, soccer balls, spongy balls, rugby balls, or beanbags.

Examples of Grid Games:

- **Passing and Receiving:** Have one student throw an object to the partner using the following steps:
 - Stand stationary and throw to a moving target.
 - Move and throw to a stationary target.
 - Move and throw to a moving target.
 - Pass to a stationary target, move, and receive a pass (give and go).
 - Fake in one direction, then move in the opposite direction to receive a ball from a partner.

The student receiving the pass makes a target with the hand for the partner to aim at. After each throw, have students change roles of thrower and receiver.

Variation: Add a third person to each group to play defence, and then a fourth.

- **Defence on the Move:** Have one student roll a ball into an open space and have the partner pick up the ball before it rolls out of the grid. Change roles after five attempts to pick up the ball.

Variations: Students can enlarge their grid to increase the difficulty in accomplishing the task.

◆ **Offence and Defence**

Have students apply offensive and defensive skills learned in the Grid Games to lead-up games for activities such as non-contact rugby, kanga ball, lacrosse, spongy polo, floor hockey, football, soccer, and basketball.



Refer to BLM G-1: Grid Activities.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

See Appendix A: Physical Activity Categories for territory/invasion and striking/fielding activity suggestions.



See also BLM G–17: Teaching Games for Understanding Chart.

For more information on grid activities, see pages 121 to 134 of *Right Fielders Are People Too* (Hichwa). Also contact provincial sport organizations for information on rugby.

For more suggestions on assessment strategies related to specific sports, refer to the Alberta Learning website: <<http://ednet.edc.gov.ab.ca/physicaleducationonline/>>.

Aboriginal Links:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

For more learning activity suggestions, refer to *Native Games: Teacher Handbook* (Manitoba Education).



◆ Observation: Grid Games

Teacher Assessment: Inventory

Have students play two versus two grid activities to ensure that they are able to apply knowledge from one activity to another.

Suggested Criteria:

As students play, observe their ability to

- pass to a moving target
- pass to a stationary target
- move and make a pass
- give and go
- fake/deke and receive a pass
- move to an open space

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> S.1.7.B.2 <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Court Tag**

Review the court boundaries and ask students to scatter to an open space within the boundaries of their court. Choose two students to be taggers and give each a pinnie and a spongy ball to share between them. The taggers pass the ball back and forth, trying to tag other students by “cornering” them. A tagger cannot move with the ball but can pivot and tag other students. A tagger without the ball is free to move anywhere inside the boundary lines. A student who is tagged or steps out of bounds, must get a pinnie and help out the taggers. The game ends when there are two students left untagged. They will begin as taggers for the next round.

During the activity, students focus on


- moving to open spaces
- staying in boundaries to play
- passing to a moving target
- passing to a stationary target
- pivoting while possessing the ball
- making a target/calling for a pass
- faking/deking

Variation: Try this activity on a variety of courts (e.g., basketball, volleyball, badminton, tennis).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: All Activities**


Teacher Assessment: Scoring Rubric

For each territory/invasion-type or striking/fielding-type activity, clearly outline student- or teacher-designed performance criteria prior to assessment. As students participate in the selected activities, use the following rubric to assess their functional use of skills and concepts learned.

Scoring Rubric					
Rating Scale: The student meets expectations					
4 Consistently		3 Frequently		2 Sometimes	
				1 Rarely	
The student	Score				
	Date	Date	Date	Date	Date
• demonstrates the performance criteria of each skill as required (skill acquisition)					
• demonstrates functional use of selected skills while participating (skill application)					
• demonstrates cooperation and fair play (other)					



Refer to BLM G–3: Skill Acquisition and Application Recording Sheet.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.6.B.3 ➔ S.1.7.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 3—Safety (K.3.7.A.4) GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.B.1a) SS: Historical Connections</p> </div>	<p>◆ Plan a Game or Activity</p> <p>Have students work in small groups and create a game or activity for others to participate in.</p> <p>Examples of Activities:</p> <p>Students could plan activities for</p> <ul style="list-style-type: none"> • territory/invasion-type game • fielding/striking-type game • tabloid day • spirit week • track meet • Festival du Voyageur or another winter festival • mini-Olympics <p>Have students teach their game to a variety of students and play it with them.</p> <p>Variation: Students could teach the game to younger students as part of a tabloid day.</p>
	<div style="display: flex; align-items: center;">  <p>Refer to BLM G–2: Create a Game.</p> </div>



TEACHER NOTES

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for appropriate safety guidelines for each activity.

Territory/invasion games involve one team invading an opponent's territory to score a goal (e.g., basketball, soccer).

Striking/fielding games involve one team defending a specific space against an individual opponent or object (e.g., softball, kanga ball, knee tag).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Plan a Game or Activity**

Group Assessment: Scoring Rubric

Have students teach their game (or activity) to the class and hand in a copy of their plan, including the gym set-up, equipment needed, and rules for the game. Have a few students complete the following rubric based on the game.

Group Assessment of Game			
	3 Always	2 Frequently	1 Rarely
The group			
• states rules clearly			
• organizes equipment			
• ensures rules are followed			
• works cooperatively with others			

◆ **Paper and Pencil Task: Plan a Game or Activity**

Teacher Assessment: Inventory

Have students prepare a write-up of the game or activity they have planned that includes the following information:

- equipment needed
- number of players
- type of game
- object of the game
- rules of the game
- other

PRESCRIBED LEARNING OUTCOMES*Students will...*

☐ S.1.7.C.1 Apply functional use of selected activity-specific skills (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough...) **in alternative pursuits** (e.g., orienteering, hiking, skiing...).

Curricular Connections**ELA:**

GLO 3—Manage ideas and information.

MA:

Shape and Space

SC:

Cluster 3—Forces and Structures

SS:

The Land: Places and People

SUGGESTIONS FOR INSTRUCTION◆ **Orienteering Relay**

Have students form groups of four to six players for an orienteering relay. Have them move to one end of the playing field or gym. Prepare cards (as described in BLM 7–2: Orienteering Relay Symbols) and place them, symbol side up, at the opposite end of the field or gym. (Ensure that each group has its own set of cards.) The first person in each group must find the symbol for “spur” and turn over the card so the word “road” appears. The student runs back to the group, and the next person must find the symbol for “road” and turn the card over. This pattern continues until the last card is turned over. If the activity was done correctly, the last word turned over will be “spur,” which corresponds to the first symbol.



Refer to BLM 7–2: Orienteering Relay Symbols.

◆ **Create a Course**

Have students, in pairs, create their own orienteering course of the school area using graph paper. Once they have completed their course design, have students exchange maps with another pair and try out their course.

◆ **Cross-Country Skiing**

During cross-country skiing, have students perform a variety of skills, such as diagonal striding, getting up from a fall, snowploughing, double poling, and using the uphill herringbone technique.

◆ **Alpine Skiing**

Plan an alpine ski trip, emphasizing the following skills:

- Use equipment properly and safely.
- Demonstrate a balanced ready position while sliding on the snow.
- Snowplough properly.
- Use ski lifts properly.
- Get up from a fall.
- Perform linked turns while controlling speed on “green” and “blue” runs.
- Use the alpine responsibility code properly.



TEACHER NOTES

Depending on the physical activity or sport selected, teachers need to define the activity-specific concepts and skills that are developmentally and grade appropriate.

In orienteering, send students out in staggered starts and alternate the routes forward and backward at the start or have two different first checkpoints to ensure that pairs do not follow others.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for specific safety guidelines for each activity.

For more information, contact the applicable provincial sport organization.

Contact your administrator regarding school/division/district guidelines for organizing alternative pursuits such as downhill skiing. Develop a risk-management plan that includes an orientation session for students prior to the activity, discussing the use of equipment, proper clothing, safety rules, and the alpine responsibility code. For information related to the alpine responsibility code, contact the local ski area or the ski hill where the planned event will take place.

Aboriginal Link:

Include traditional activities from an Aboriginal perspective (e.g., snowshoeing, fishing).



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Orienteering Relay

Teacher Assessment: Inventory

Set up an orienteering course at a local park or on school grounds and have students complete the course in pairs, using only a map.

Suggested Criterion:

Students can

- complete the orienteering course by reading the map and its symbols

◆ Paper and Pencil Task: Create a Course

Teacher Assessment: Inventory

Have students draw their map on graph paper, create a legend, and colour it.

◆ Performance Task: Cross-Country Skiing

Teacher Assessment: Checklist

As students cross-country ski on the school grounds or at a park, use the following checklist.

Suggested Criteria:

The student demonstrates

- proper balanced diagonal stride technique
- the ability to get up from a fall
- proper snowploughing technique
- proper double poling technique
- uphill herringbone stride
- proper etiquette when skiing
- the ability to follow rules of the course

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.7.D.1 Design and perform rhythmic sequences that use movement concepts (i.e., showing contrast in directions, effort, leading/following) and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest (e.g., bench-step aerobics, square dance, novelty dance, highland dance, hoop dance...).</p>	<p>◆ Tae Box Circuit</p> <p>Have students try a variety of skills (e.g., jab, under cut, upper cut, hooks) involved in Tae Box, as led by a physical education specialist or trained fitness leader.</p> <p>Set up stations around the gym that indicate specific skills to practise, and have students work at each station for one to two minutes.</p> <p>◆ Rhythmic Movement Sentences</p> <p>Organize the class into groups of three or four students and have them create four movement sequences, each sequence containing four different movements for a count of 32 beats. To create the movement sentence, each group performs their sequence (32 beats), then the next group performs for 32 beats, and so on.</p> <p>◆ Novelty Dances</p> <p>Have students try a variety of novelty dances such as YMCA (forming the letters using the arms and body).</p> <p>◆ Folk Dances</p> <p>Have students participate in a variety of folk dances representative of the culture locally and/or a social studies theme.</p>
<p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>MA: Patterns and Relations</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.7.B.1a) GLO 5—Healthy Lifestyle Practices (K.5.7.E.3b)</p> <p>SS: Identity, Culture, and Community</p>	



TEACHER NOTES

Remind students that Tae Box does not promote physical contact with others. To reduce the chance of injuries during this activity, show students the proper techniques through a video or demonstration.

Advise students to focus on control, not momentum, when performing Tae Box movements. Avoid overextending or locking of joints and keep the body or torso stabilized. Abdominal muscles should be contracted during punches, kicks, and knee strikes.

Aboriginal Link:

Explain the significance of dance movements, preparation, and dress to the traditions of Aboriginal peoples. As well, help students understand that performance of Aboriginal dances occurs at appropriate places and for specific purposes (e.g., powwow, grass dance, male and female dances).



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Tae Box Circuit

Teacher Assessment: Scoring Rubric

Have students put together a routine of Tae Box moves set to music, including a warm-up and a cool-down component. Assess their routine using the following rubric.

Scoring Rubric			
The routine includes	Rating		
	1	2	3
• music	none	no rhythm	effective use
• warm-up	none	too short	appropriate
• number of moves	one to three	four to six	seven or more
• cool-down	none	too short	appropriate

◆ Performance Task: Rhythmic Movement Sentences

Teacher Assessment: Checklist

As students perform their sequences to create the movement sentences, observe whether they have included all the required criteria.

Suggested Criteria:

The group

- performs four different sequences
- performs four different movements per sequence
- performs 32 beats per sequence
- shows contrast in direction (e.g., forwards, backwards)
- shows contrast in effort (e.g., strong, light)
- shows contrast in leading/following
- other

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.1.7.D.2 Design and perform, with others, movement sequences that use movement concepts (e.g., leading, following...) **and selected activity-specific skills, using small or large apparatus** (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...).

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

MA:

Patterns and Relations

PE/HE:

GLO 1—Movement (S.1.7.A.1, S.1.7.A.2, S.1.7.A.3)

SUGGESTIONS FOR INSTRUCTION

◆ **Rhythmic Movement Sentences**

Organize the class into groups of three or four students and have them create four movement sequences, each sequence containing four different movements for a count of 32 beats. Students can use small hand apparatus such as balls, ribbons, ropes, hoops, basketballs, scarves, tambourines, golf tubes, and so on. To create the movement sentence, each group performs their sequence (32 beats), then the next group performs for 32 beats, and so on.

◆ **Create a Routine**

Have students, working in pairs or small groups, design a routine using equipment such as footballs, basketballs, volleyballs, rhythm balls, hoops, ropes, or ribbons, and perform the routine for the class.

Example Using Basketballs:

- Four beats: Move basketball around waist to the right.
- Four beats: Move basketball around waist to the left.
- Four beats: Move basketball around waist to the right leg.
- Four beats: Move basketball around waist to the left leg.
- Repeat the above.

Variations: Add other options such as pass the ball to a partner, pass and catch, or pass and shoot.

◆ **Juggling**

Have students create their own juggling routine using scarves, pins, or balls, and perform it for the class.

Variations: Have students work in pairs or small groups to create and perform their routines, ensuring that everyone within each group has the opportunity to lead and to follow.



TEACHER NOTES

Give students the option of performing their routine to music.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines for the various activities.

For information on movement concepts, see Basic Movement Skills Developmental Process in the Framework Excerpts at the back of this document.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Rhythmic Movement Sentences**

Teacher Assessment: Inventory

As students perform their sequences to create the movement sentences, observe whether they include all the required criteria.

Suggested Criteria:

The group

- performs four different sequences
- uses small hand equipment during each sequence
- performs four different movements per sequence
- includes 32 beats per sequence
- shows evidence of applying movement concepts (shows variety and contrast related to space awareness, body awareness, quality of effort, and relationships)

◆ **Performance Task: All Activities**

Peer Assessment: Scoring Rubric

Have students use a teacher- or student-designed rubric to assess the routines created by their classmates, following the format suggested below.

Skill-Assessment Card				
Name _____		Class _____		
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skills as prescribed:				
• performs the routine/dance with confidence				
Comments:				



Movement Outcomes: Grade 7



Knowledge

- K.1.7.A.1 Recognize characteristics of selected movement skills and patterns** (e.g., overhead throwing pattern...) **as applied in a variety of physical activities, including territory/invasion-type and striking/fielding-type activities** (e.g., baseball, football, overhand volleyball serve...).
- K.1.7.B.1 Examine external factors** (i.e., cost, facility availability, practice opportunities outside school) **that may affect movement skill development.**
- K.1.7.B.2 Identify the biomechanical concepts for efficient movement** (i.e., leverage) **related to striking activities** (e.g., shorter radius of rotation reduces force, as in choking up on a bat...).
- K.1.7.B.3 Analyze movement concepts** (i.e., body awareness, space awareness, qualities of effort, relationships) **as they apply to territory/invasion-type activities** (e.g., offensive pass to an “open space”...) **and striking/fielding-type activities** (e.g., body position to catch fly ball or grounder in cricket...).
- K.1.7.C.1 Identify the importance of following rules** (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) **of selected sports and games.**
- K.1.7.C.2 Show an understanding of the specific terminology associated with selected sports and games, including territory/invasion-type activities** (e.g., lacrosse, soccer...) **and striking/fielding-type activities** (e.g., baseball, cricket...).
- K.1.7.C.3 Determine basic offensive and defensive strategies** (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) **in games, including territory/invasion-type and striking/fielding-type activities.**
- K.1.7.C.4 Distinguish between fair play behaviours** (e.g., showing respect for rules, officials, and opponents...) **and unethical behaviours** (e.g., cheating, arguing with an official, foul play...) **regarding participation in physical activities and/or sports.**

Skills

- S.1.6.A.1** \Rightarrow **S.1.7.A.1 Perform extensions and/or variations of transport skills** (e.g., sprinting, jumping, springing, rotating...), **applying mechanical principles** (e.g., speed is affected by the weight of body, range of motion, number of involved body segments, application of force...) **for speed, height, and/or distance.**
- S.1.7.A.2 Perform manipulation skills** (e.g., bouncing, rolling, striking...), **applying mechanical principles** (e.g., length of lever, range of motion, number of body segments, application of force...) **for consistency.**
- S.1.7.A.3 Demonstrate balance abilities** (i.e., static, dynamic), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support) **for stability and strength in cooperative-type activities** (e.g., team-building activities, rescuing activities, pulling activities...).
- S.1.7.B.1 Apply functional use of selected and/or activity-specific movement skills** (e.g., drop shot, high jumping, kicking...) **in a variety of individual/dual games/sports** (e.g., badminton, track and field activities, kick-sack...).
- S.1.7.B.2 Apply functional use of selected and/or activity-specific movement skills with a defensive and/or an offensive component** (e.g., faking out an opponent, guarding, running for positioning to catch a ball, batting...) **in a variety of games/sports, including territory/invasion-type activities** (e.g., basketball...) **and striking/fielding-type activities** (e.g., cricket, softball...).
- S.1.6.B.3** \Rightarrow **S.1.7.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities.**
- S.1.7.C.1 Apply functional use of selected activity-specific skills** (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough...) **in alternative pursuits** (e.g., orienteering, hiking, skiing...).
- S.1.7.D.1 Design and perform rhythmic sequences that use movement concepts** (i.e., showing contrast in directions, effort, leading/following) **and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest** (e.g., bench-step aerobics, square dance, novelty dance, highland dance, hoop dance...).
- S.1.7.D.2 Design and perform, with others, movement sequences that use movement concepts** (e.g., leading, following...) **and selected activity-specific skills, using small or large apparatus** (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...).

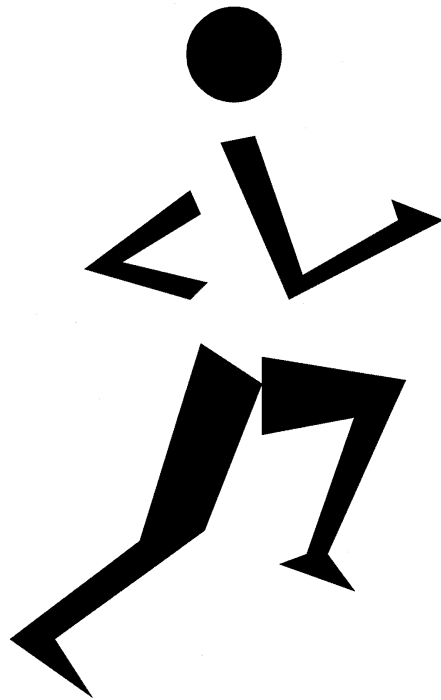
Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.

Grade 7

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.2.7.A.1 Sort and classify physical activities/exercises (e.g., jogging, cycling, weight training, gymnastics...) that are best suited to developing each of the health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Fitness Circuit**

Have students participate in a variety of stations (set up in the gym) that focus on developing specific health-related fitness components. The station activities/exercises last approximately one to two minutes.

Examples of Station Activities:

- push-ups (upper body muscular strength)
- bench step-ups (cardiovascular endurance)
- leg-stretching exercises (flexibility)
- continuous rope jumping/skipping (cardiovascular endurance)
- carrying books—shuttle activity (upper body muscular strength)
- shoulder/arm-stretching exercises (flexibility)
- biceps curls with surgical tubing (upper body muscular strength)

Ask students to decide which health-related fitness component each station represents while they perform the physical activities. At the end of the circuit, discuss their ideas.

◆ **Pick and Sort**

Have students record, on individual self-adhesive notes, the physical activities that they participate in and enjoy. Then, have them sort the notes by their primary health-related fitness components and place them under the appropriate heading.

Variations:

- Give students pictures of a variety of sports and activities and ask them to sort and identify the primary health-related fitness components.
- Call out a physical activity and have students run to the poster or sign displayed in the four corners of the gym matching the health-related fitness components.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For definitions of health-related fitness components, refer to Appendix I: Glossary.



See also BLM G–5: Health-Related Fitness Components Poster.

Before students participate in the Fitness Circuit, inform them of the proper technique used for each exercise or activity station.

Some stations may involve more than one health-related fitness component. Help students decide whether an activity is a primary or secondary focus. For example, continuous rope jumping/skipping develops cardiovascular endurance as a primary focus and muscular strength/endurance of leg muscles as a secondary focus.



◆ **Questioning/Interview: Fitness Circuit**

Teacher Assessment: Inventory

As a class, discuss which health-related fitness component is a primary focus and which is a secondary focus for each station.

Suggested Criterion:

The student can

- identify five different physical activities for each of the health-related fitness components

◆ **Paper and Pencil Task: Fitness Circuit**

Teacher Assessment: Rating Scale

Have students write a quiz to determine their knowledge of the health-related fitness components.



Refer to BLM 7–5: Health-Related Fitness Components Questionnaire.

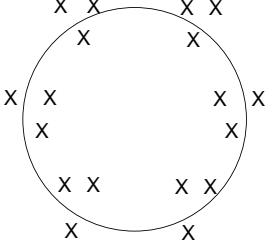
◆ **Questioning/Interview: Pick and Sort**

Group Assessment: Inventory

Have students share their responses, first in pairs and then in groups of four.

Example: Gymnastics

- Primary focus: flexibility
- Secondary focus: muscular strength, muscular endurance, cardiovascular endurance

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.2.7.B.1 Promote the benefits of physical activity (e.g., greater work capacity, performance enhancement, healthy weight, prevention of injuries, prevention of disease such as cardiovascular and type II diabetes, prevention of depression...) for optimal health and fitness.</p>	<p>◆ Rotating Reel</p> <p>Organize students into groups of three, with each group standing on or forming a large circle.</p> <p>Ask each group the following questions, one question at a time.</p> <p>How does physical activity...</p> <ul style="list-style-type: none"> • enhance performance? • assist in maintaining a healthy weight? • prevent injuries? • prevent cardiovascular disease and type II diabetes? • prevent depression?  <p>After each question, allow students some time to discuss the question within their groups. Have one student from each group go to the next group and share the answer. As a class, briefly discuss the results of each question before moving on to the next question.</p> <p>Variation: To change group makeup, have students move clockwise or counter-clockwise to the next group or the one after.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability Number</p> <p>PE/HE: GLO 2—Fitness Management (K.2.7.C.1a, S.2.7.A.3a)</p>	<p>◆ Benefits Bulletin Board</p> <p>Have students work in small groups to create bulletin-board displays that describe the benefits of physical activity. Encourage students to express themselves creatively, using limericks, collages, song lyrics, artistic representations, and so on.</p> <p>Variation: The information could be presented in the form of a brochure or PowerPoint presentation.</p>


TEACHER NOTES
Benefits of Regular Physical Activity:

Canada's Physical Activity Guide for Youth (Health Canada) encourages youth to “tune into physical activity to:

- Meet new friends
- Improve physical self-esteem
- Achieve a healthy weight
- Build strong bones and strengthen muscles
- Maintain flexibility
- Promote good posture and balance
- Improve fitness
- Strengthen the heart
- Increase relaxation
- Promote healthy growth and development”

(See <<http://www.hc-sc.gc.ca/hppb/paguide/youth.html>>.)

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: Rotating Reel

Teacher Assessment: Inventory

Ask students a variety of questions, such as the following:

How does physical activity...

- enhance performance?
- assist in maintaining a healthy weight?
- prevent injuries?
- prevent cardiovascular disease and type II diabetes?
- prevent depression?

Have students discuss their responses in small groups and then as a class. Check for general understanding of the benefits of physical activity for optimal health and fitness.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.7.C.1a Identify the names and locations of the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings...) **in the context of exercise and physical activity.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 2—Fitness Management (K.2.7.B.1, K.2.7.C.3)

SUGGESTIONS FOR INSTRUCTION

◆ **Warm-up Stretch**

Guide students through a variety of stretches, each stretch to be held for 10 to 60 seconds. Ask students to identify muscle names and major muscle groups in the stretching exercise performed.

Variation: Have students sign up to lead the warm-up stretch.

◆ **Muscles, Muscles Everywhere!**

Place pictures of muscles and their names around the gym—on walls or in hoops on the floor. Have students move around the gym and, on hearing the whistle, go to the closest picture and demonstrate an exercise, movement, or stretch that uses the particular muscle represented on the picture.

Example:

Muscles	Action
• Biceps	Bend the elbow.
• Triceps	Straighten the elbow.
• Pectorals	Push and hug.
• Abdominals	Bend at the waist.
• Quadriceps	Straighten the knee.
• Hamstrings	Bend the knee.

Variation: Have students, in pairs, write the names of muscle groups on strips of masking tape and place them on each other’s bodies over clothes (as suggested by Hopper, Fisher, and Munoz 92).



Refer to BLM 7–3: Muscle Mania.

◆ **Rotating Reel**

Divide students into groups of three, with each group standing on or forming a large circle (see learning outcome K.2.7.B.1). Ask each group the following questions related to the names and locations of muscles:

- Which muscle causes the elbow to bend?
- Which muscle causes the elbow to straighten?
- Which muscle allows us to push or hug?
- Which muscle allows us to bend at the waist?
- Which muscle allows us to straighten the knee?
- Which muscle allows us to bend the knee?

Once the groups have identified the location and name of a given muscle, have one person from each group go to the next group and compare their answers. As a class, clarify the answers to ensure that all are correct.



TEACHER NOTES

When performing warm-up and cool-down activities, use the name(s) of the muscle(s) being stretched and give an example of an activity or exercise.

Display posters around the gym that identify the names and locations of muscles.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Warm-up Stretch**

Teacher Assessment: Inventory

During each stretch, have students answer the following questions:

- Where is the muscle that is being stretched located?
- What is the name of this muscle?
- Can you name an activity that requires the use of this muscle?

◆ **Performance Task: Warm-up Stretch**

Peer Assessment: Checklist

Have students sign up to lead the warm-up stretch.

Suggested Criteria:

The student can

- name the muscle being stretched
- give an example of an exercise or activity for which each muscle is used
- perform each stretch correctly

◆ **Observation: Muscles, Muscles Everywhere!**

Teacher Assessment: Inventory

As students perform each exercise represented on the pictures, ask for volunteers to name their muscle and demonstrate their exercise to the class.

◆ **Questioning/Interview: Rotating Reel**

Peer Assessment: Inventory

Have students answer the following questions, while working in small groups, to ensure they can identify the muscles and their locations:

- Where are the biceps located?
- Where are the triceps located?
- Where are the quadriceps located?
- Where are the pectoralis major muscles located?
- Where are the rectus abdominis muscles located?
- Where are the hamstrings located?

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Inventory

Create a quiz, diagram, or crossword puzzle that requires students to recall the names and locations of the muscles.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.2.7.C.1b Describe the effects of exercise and inactivity (i.e., increased/decreased strength, hypertrophy/atrophy, increased/decreased lean muscle, increased/decreased elasticity, increased/decreased muscle tone) on the muscular system.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Word Splash**

Give students a Word Splash that contains the words listed in learning outcome K.2.7.C.1b. Discuss each term to ensure that students understand how exercise or lack of exercise affects muscular development.

Variation: Combine the words from this learning outcome with the names of muscles when creating the Word Splash.

◆ **Use It or Lose It!**

Prepare a variety of task cards (see BLM G–13: Exercise Task Cards). Have students take one card and complete the selected task. Upon completion of the task, they return the card for a new one. As students work on their tasks, ask questions such as the following:

- When will people develop hypertrophy in their muscles?
- When will people develop atrophy in their muscles?

Have students relate this information to their own experiences (e.g., breaking a leg could cause the limb to become immobilized and atrophy—muscle cells become non-functional).

Examples of Tasks:

- Do six push-ups in every corner of the gym.
- Ski jump (jump sideways) across the centre line of the gym.
- Be the encourager. Walk around the gym and tell six students to “keep up the good work!”
- Perform five “coffee grinders” on each arm in the top of the basketball key.



Refer to BLM G–13: Exercise Task Cards.

◆ **Indoor Cross-Country Circuits**

Have students complete indoor cross-country circuits. (See examples of exercises for an indoor cross-country circuit in the teacher notes.) While students are participating, use terms such as hypertrophy, atrophy, and so on, to describe the effects of exercising or not exercising.



TEACHER NOTES

For more information on Word Splash and Word Cycle, see pages 6.28 and 6.31 of *Success for All Learners*.

Benefits of Regular Physical Activity:

Canada's Physical Activity Guide for Youth (Health Canada) encourages youth to “tune into physical activity to:

- Meet new friends
- Improve physical self-esteem
- Achieve a healthy weight
- Build strong bones and strengthen muscles
- Maintain flexibility
- Promote good posture and balance
- Improve fitness
- Strengthen the heart
- Increase relaxation
- Promote healthy growth and development”

(See <<http://www.hc-sc.gc.ca/hppb/paguide/youth.html>>.)

Other exercises can be found in *Fitness for Children* (Hinson).

Example of Indoor Cross-Country Circuit:

- Perform five jumps.
- Skip around the room.
- Climb a rope.
- Walk along all benches.
- Go over a box.
- Jump over two people.
- Do two chin-ups.
- Stand on a box and jump off.
- Hop backwards across the gym on the left foot.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Have students create a Word Cycle that includes all the terms from the learning outcome and how they relate to each other.

◆ Journal/Learning Log: All Activities

Teacher Assessment: Inventory

Ask students to respond, in their journals, to questions about their experiences with the activities:

- How did each activity make the muscle involved feel?
- How would it feel if you were unable to exercise the muscle?

◆ Journal/Learning Log: All Activities

Teacher Assessment: Inventory

Have students write a journal entry explaining the meaning of each of the key words (e.g., hypertrophy, atrophy, lean muscle mass, elasticity, muscle tone).

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Create a crossword a puzzle that uses the terms associated with the effects of inactivity and activity, and the names and actions of muscles.

TEACHER NOTES (continued)

- Do three rolls on a mat.
- Touch three doors.
- Hop with both feet together 10 times.
- Do 20 curl-ups.
- Touch all door handles.
- Do five squat jumps.
- Hop across the room on the right foot.
- Do five heel clicks.
- Do 15 mountain climbers.
- Run around five pylons.
- Perform five tuck jumps.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.2.7.C.2 Identify and explain the FITT principle (i.e., frequency, intensity, time, and type of activity).</p>	<p>◆ FITT Tag</p> <p>Have students play a game of tag with three taggers. To avoid being tagged, students kneel down and give a word from the FITT principle acronym. If they are successful, they remain in the game. A student who cannot state a name must go to a posted sign and read aloud all the components of the FITT principle before re-entering the game.</p> <p>Variations:</p> <ul style="list-style-type: none"> • A tagged student must see the teacher and describe the meaning of one of the following words as they relate to the FITT principle: frequency, intensity, time, or type. If the answer is correct, the student returns to the game. If it is incorrect, the student reads aloud the correct answer and then returns to the game. • When tagged, a student explains to the teacher what all the letters of the FITT principle stand for.
<p><input type="checkbox"/> K.2.7.C.3 Describe the purpose of a warm-up (e.g., increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) and a cool-down (e.g., gradual lowering of heart rate, prevention of dizziness/blood pooling, minimized muscle stiffness/soreness...) for physical activity participation.</p> <div data-bbox="110 1413 552 1617" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.7.C.1a)</p> </div>	<p>◆ Ready, Set, Go!</p> <p>Have students participate in the following activities at the beginning of class:</p> <ol style="list-style-type: none"> 1. What’s Your Move? Ask students to form groups of three or four and assign one person in each group as the leader. For 30 seconds, the leader does a variety of cardiovascular activities (e.g., jogging, imitating basketball lay-ups, skipping, hopping, doing the grapevine step) that his or her group imitates. After 30 seconds, students change their leader and continue the activity until all have had a turn at being the leader. 2. Warm-up Stretch: Lead students through a variety of stretches, to be held for 10 to 60 seconds. Ask students to describe the importance of stretching the muscles during a warm-up and cool-down. Variation: Have students sign up to lead the warm-up stretch. <p>◆ Almost Finished!</p> <p>At the end of the class, have students (in the same groups as for the warm-up) slowly jog, scattered around the gym or field. As students jog, the first person moves along the side of the group until he or she is at the end. This continues for two minutes. Then have students perform the stretching routine used in the warm-up. Discuss the purpose of the cool-down.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

In FITT Tag, taggers could wear a specific letter on their pinnies to ensure that students are able to recognize all four components of the FITT principle:

F = frequency

I = intensity

T = time

T = type of activity

Make laminated FITT cards that have a word on one side and an appropriate definition on the back, or display a poster on the wall so that students can refer to definitions for corrections.

◆ **Observation: All Activities**

Teacher Assessment: Frequency Index

Record which students must go to the posted sign to read the correct responses, and how often.

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Quiz

Have students write a quiz to determine their knowledge of the FITT principle.



Refer to BLM 7–4: Fitness FITT Principle.

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Inventory

Have students complete a web that represents the FITT principle.

Choose activities that complement the lesson to assist in the discussion at the end of the warm-up.

Have students monitor their heart rate throughout the class.

◆ **Questioning/Interview: Ready, Set, Go!**

Teacher Assessment: Inventory

Ask students a variety of questions before, during, and after the warm-up or cool-down activity.

Sample Questions:

- What did you notice about your heart rate after the warm-up? After the cool-down?
- Why is a warm-up important?
- Why is a cool-down important?
- Will this assist you in the activities that we will be doing today? Explain.
- How could this warm-up be modified to suit the activities that we will be doing today?



PRESCRIBED LEARNING OUTCOMES

Students will...

K.2.7.C.4 Identify personal factors and preferences for choosing physical activities (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) **for fitness and health.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 2—Fitness Management (S.2.7.A.1a)
 GLO 4—Personal and Social Management (K.4.7.B.2b)
 GLO 5—Healthy Lifestyle Practices (K.5.7.E.3b)

SUGGESTIONS FOR INSTRUCTION

◆ **Leisure Log**

Have students record all their free-time activities for one week. At the end of the week, have them analyze their leisure activity log for the following:

- **Fitness Activities (FIT):** Identify the activities that made your heart rate increase and that caused you to feel warm, breathe heavily, sweat, and/or huff and puff.
- **Sitting Activities (SIT):** Identify activities that required you to sit—watch television, read, play on the computer, and so on. (Note: Do not count the time spent doing homework.)
- **Time:** For each day of the week, add the number of minutes that you spent on fitness activities and the number spent on sitting activities.
- **Individual or Group:** Place a check mark beside each activity that you participated in with another person.
- **Indoor or Outdoor:** Place a sun beside each outdoor activity that you participated in.

Leisure Log				
Name _____		Class _____		Date _____
Date	Activity	Duration	FIT or SIT	Daily Totals

**TEACHER NOTES**

Leisure activities do not have to be sport- or fitness-related. They can include watching television, using the computer, and so on.

Remind students that this should be a typical week for activities.

All activities are done outside the regular school day. They may include intramural and school teams.

FIT = moderate activity, while maintaining a conversation.

SIT = sitting and watching instead of being actively involved.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:


- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Learning Log: Leisure Log**

Self-Assessment: Inventory

Have students complete a leisure log for one week and then analyze their personal reasons for choosing physical activities, using the following questions:

- Did you spend most of your leisure time indoors or outdoors? Explain.
- Tally the number of physical activities that you did by yourself and then tally the number of physical activities that you did with others (one or more other people).
- Did you do most of the activities by yourself or with others?
- Did you participate in your physical activities for fun or competition? Explain.
- How many activities were cooperative? Explain.
- How many activities did you do with your friends?
- Did you choose to participate in these activities or did someone else sign you up or encourage you to participate? Explain.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.7.A.1a Demonstrate behaviours (e.g., regular participation, correct and safe execution, appropriate intensity level, self-monitoring, self-discipline...) for personal fitness-goal attainment.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>MA: Statistics and Probability</p> <p>PE/HE: GLO 2—Fitness Management (K.2.7.C.4) GLO 4—Personal and Social Management (K.4.7.A.2b, K.4.7.A.3, K.4.7.B.1b, S.4.7.A.1, S.4.7.A.2)</p> </div>	<p>◆ “Strengthathlon”</p> <p>Have students participate in a circuit that incorporates a variety of strength exercises. Have them predict prior to beginning each station activity how they will perform. After completing the station exercise, they describe how they actually performed.</p> <p>Variation: This could be done as Admit Slips at the beginning of the class and Exit Slips at the end of class.</p> <p>◆ Active Living Log</p> <p>Have students keep track of all physical activities that they participate in each month by completing one of the following BLMs.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Refer to BLM G–14: Active Living Calendar or BLM G–15: Active Living Log.</p> </div> <p>◆ Participation Record</p> <p>After students have completed their warm-up routines, have them fill out a self-assessment checklist on the behaviours that contribute to personal fitness development and goal attainment.</p> <p>Variation: This could be done as Admit Slips at the beginning of the class and Exit Slips at the end of class.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Admit and Exit Slips are described on page 6.60 of *Success for All Learners*.

◆ **Performance Task: “Strengthathlon”**

Self-Assessment: Inventory

After students have completed the “Strengthathlon,” including recording the predictions and actual performance results, have them compare the two and decide what factors or behaviours contributed to their results related to

- intensity level
- regular participation
- correct and safe execution
- self-monitoring
- self-discipline
- other

◆ **Questioning/Interview: Active Living Log**

Self-Assessment: Checklist

Ask students to answer questions such as the following:

	Yes	No
1. Did you participate in physical activity on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did you perform exercises safely and correctly?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did you do activities of different intensity levels?	<input type="checkbox"/>	<input type="checkbox"/>
4. Were you able to monitor and record participation on your own?	<input type="checkbox"/>	<input type="checkbox"/>
5. Were you self-motivated and disciplined to follow your schedule or plan?	<input type="checkbox"/>	<input type="checkbox"/>

◆ **Journal/Learning Log: Active Living Log**


Self-Assessment: Inventory

Have students assess their progress one month at a time.



Refer to BLM G–15: Active Living Log.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.7.A.1b Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>MA: Patterns and Relations Statistics and Probability Number</p> <p>PE/HE: GLO 2—Fitness Management (S.2.5.A.1b, S.2.8.A.1b) GLO 4—Personal and Social Management (K.4.7.A.2a)</p> </div>	<p>◆ How Hard Am I Really Working?</p> <p>Have students do a 10-second resting heart-rate count. Then have them do each of the following activities for two minutes in the specified order, followed by a 10-second heart-rate count.</p> <ol style="list-style-type: none"> 1. Walk around the gym. 2. Briskly walk around the gym. 3. Jog around the gym. 4. Run around the gym. 5. Skip continuously. <div style="text-align: center; margin: 10px 0;">  <p>Refer to BLM G-8: Ten-Second Heart-Rate Chart.</p> </div> <p>◆ Stairway to Fitness</p> <p>Have students perform a 12-minute aerobic walk/run. Every four minutes, students take their heart rate on the neck or continuously with a heart-rate monitor. The goal is to try to keep their heart rate in the target heart-rate zone for 12 minutes. Students keep track of how many minutes they were in their target heart-rate zone. At the end of class, each student places a shoe on the Stairway to Fitness board at the appropriate number. (See learning outcome S.2.8.A.1b for diagram.)</p> <p>Variations: While students are running/walking, have them count the number of laps or calculate the distance that they travelled to see whether they are able to increase their distance in 12 minutes.</p> <p>◆ Effects of Speed</p> <p>Have students participate for approximately eight minutes in a variety of games that require them to move at different speeds:</p> <ul style="list-style-type: none"> • Fast: An activity such as basketball or ultimate. • Slow: An activity such as volleyball or badminton. <p>Prior to the activities, have students predict whether they can remain in their target heart-rate zone most of the time. Every four minutes, stop the activity to do a heart-rate check either by doing a 10-second count or using a heart-rate monitor.</p>



TEACHER NOTES

If students’ heart rates are above their target heart-rate zone, change the intensity so that they keep it in the zone.

Refer to learning outcome S.2.5.A.1b for information related to target heart-rate zones.

When taking their pulse, students reduce their pace to a light jog. They do not stop the aerobic run completely.

The 12-minute aerobic walk/run could be repeated every month or on an ongoing basis to identify cardiovascular improvement.

Many factors influence the heart rate of an individual (e.g., body type, age, gender). Individualize exercise/training programs as needed.

Have students graph their results and analyze them, making a curricular connection to mathematics.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: How Hard Am I Really Working?**
Self-Assessment: Inventory

Ask students to record their heart rates after participating in specified activities, using the following chart. Keep the sheets to record students’ heart rates for each term and to assess whether there has been improvement.

How Hard Am I Really Working?			
Activity	Heart Rate		
	Term 1	Term 2	Term 3
• Resting			
• Walking			
• Brisk walking			
• Jogging			
• Running			
• Skipping			

Term 1

- In which activity do you reach your maximum heart rate?
- Were you able to maintain your heart rate in your target zone? Yes No
Why or why not? _____

Term 2

- In which activity do you reach your maximum heart rate?
- Was this the same activity as last term? Yes No
Explain. _____

Term 3

- In which activity do you reach your maximum heart rate?
- Was this the same activity as last term? Yes No
Explain. _____
- Did you see any improvement throughout the year? Yes No
Explain. _____

◆ **Journal/Reflection: Stairway to Fitness**
Self-Assessment: Checklist

Have students indicate whether or not they have participated in a continuous aerobic activity for a sustained period of time.

- Yes
- No

PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.7.A.2 Determine the relationship between the rate of perceived exertion and the general target heart-rate zones (e.g., the level of exertion is somewhat difficult but the ability to talk remains while exercising in a healthy heart zone...).

Curricular Connections

MA:

Statistics and Probability

PE/HE:

GLO 2—Fitness Management (S.2.5.A.1b)

SUGGESTIONS FOR INSTRUCTION

◆ **Perceived Exertion Stations**

Have students participate in the following station activities for two minutes and, at the end of each activity, record their heart rate using a 10-second count or a heart-rate monitor.

Ask students to determine whether or not they felt a particular activity was too hard for them to do.

Perceived Exertion Using Heart-Rate Monitors

Name _____ Date _____

1. For each activity listed in the chart below, predict whether you will be IN (✓) or OUT (✗) of your target heart-rate zone. Record your **predictions** in the second column of the chart by putting the applicable symbol (✓ or ✗) beside each activity.
2. Perform each activity and record your **actual heart rate** in the third column.
3. After you have performed each activity, complete the fourth column of the chart by recording whether you were IN (✓) or OUT (✗) of your target heart-rate zone for each activity.

Activity	Prediction IN (✓) or OUT (✗) of Heart-Rate Zone	Actual Heart Rate	Perceived Exertion IN (✓) or OUT (✗) of Heart-Rate Zone
• Resting			
• Curl-ups			
• Jogging			
• Biceps curls (with surgical tubing/weights)			
• Walking			
• Push-ups			
• Wall jumps			
• Stretching			
• Crunches			
• Skipping rope			
• Walking (recovery heart rate)			

Comments



Refer to BLM G-8: Ten-Second Heart-Rate Chart.



TEACHER NOTES

Many factors influence the heart rate of an individual (e.g., body size, age). Individualize exercise/training programs as needed.

Refer to learning outcome S.2.5.A.1b for information related to target heart-rate zones.

Remind students that this is not a competition and encourage them to strive to do their personal best.

Where possible, use heart-rate monitors to help students understand the target heart-rate zones and that perceived exertion is sometimes affected by one's mental attitude rather than physical ability or condition.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Reflection: Perceived Exertion Stations**

Self-Assessment: Inventory

Have students analyze their participation at the stations and compare their perceived exertion for each activity to their target heart-rate zone. Ask students to identify whether they were above, below, or in their target heart-rate zone for each activity.

Suggested Criteria:







Students can

- identify their perceived exertion level in relationship to their target heart-rate zone as a way to measure how hard they are exercising
- understand that the ability to talk while exercising in a healthy heart-rate zone is a good indicator of perceived exertion

◆ **Questioning/Interview: Perceived Exertion Stations**

Teacher Assessment: Inventory

Determine how many students felt their perceived exertion was accurate by a show of hands. Then, use questioning to determine whether students used strategies to maintain their heart rate in their target zone or can suggest strategies that they could use in the future.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.6.A.3a ⇒ S.2.7.A.3a Demonstrate the use of assessment strategies (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) to determine, organize, and record fitness results and physical activity participation.</p>	<p>◆ Fitness Assessments</p> <p>Choose from the following list of assessment tasks pertaining to each of the health-related fitness components, or use other tasks or tests that are safe and reliable.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>MA: Statistics and Probability</p> <p>PE/HE: GLO 2—Fitness Management (S.2.7.A.1a, S.2.7.A.1b, S.2.7.A.2)</p> </div>	<p>Cardiovascular Endurance:</p> <ul style="list-style-type: none"> • 6-, 8-, 10-, or 12-Minute Run: Students count the number of laps completed in the time of the run. • Leger Beep Test: This test uses an audiotape to control timed runs over a measured course, and an audio tone communicates timing information for the test subjects (runners). The tests are run continuously until the subjects can no longer continue or start to miss (arrive late at lines). The highest running pace and number of repetitions that the runner can accomplish successfully is then the player’s rating. • Walk Test: Available online from The Motivation Station: <http://www.motivationstation.net>.
	<p>Muscular Strength and Endurance (specific to muscle groups):</p>
	<ul style="list-style-type: none"> • Push-ups (full or modified) 
	<ul style="list-style-type: none"> • Pull-ups 
	<ul style="list-style-type: none"> • Curl-ups (cadence controlled) 
	<ul style="list-style-type: none"> • Bench-Steps 
	<p>Flexibility:</p> <ul style="list-style-type: none"> • Modified Sit and Reach (one leg bent) 
	<ul style="list-style-type: none"> • Shoulder Stretch 



TEACHER NOTES

A variety of fitness tasks or tests have traditionally been used to measure health-related fitness components. Before choosing a fitness-assessment task, check for reliability, validity, developmental appropriateness, ease of administration, and safety considerations. Use fitness testing or assessment as a strategy to help students monitor their own progress and set personal goals.

Focus on fitness management and motivation towards participation in physical activity. Comparing students' scores and using extrinsic awards are discouraged.

Beep tests can be ordered from:
Fitness Appraisal Certification
U de Montreal Kinesiologie,
CP 6128 Succursale Centre-ville,
Montreal QC H3C 3J7
Fax: 514-343-2181

The use of individual goal-setting techniques encourages students to focus on personal improvement and progress towards achieving personal goals rather than on comparisons.

Muscular strength and endurance components can be trained together. Activities may focus on strength for some students and endurance for others, depending on the number of repetitions they are capable of performing.

For information related to fitness assessment, refer to resources such as

- *Fitness Education for Children* (Virgilio)
- *Physical Best Activity Guide* (AAHPERD)
- *FITNESSGRAM® 6.0 Test Kit* (The Cooper Institute for Aerobics Research)



SUGGESTIONS FOR ASSESSMENT


◆ Journal/Learning Log: All Fitness Activities

Self-Assessment: Inventory

Have students choose a number of exercises or assessment tasks that measure health-related fitness components. Explain proper technique, safety precautions, and procedures for each task. Have students practise the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information.



Refer to BLM 7–6: Personal Fitness Record for all fitness-assessment activities.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.7.A.3b Chart own fitness results (e.g., using information technology...) throughout the year to determine effects of activity participation and/or specific training on personal progress.</p>	
<p>Curricular Connections MA: Patterns and Relations PE/HE: GLO 2—Fitness Management (K.2.7.C.2, S.2.7.A.1b, S.2.7.A.2, S.2.7.A.3a)</p>	<p>◆ Personal Fitness Record</p> <p>In each term, have students do the following:</p> <ol style="list-style-type: none">1. Choose one or more of the health-related fitness components they want to improve.2. Set a goal for the health-related fitness components they want to improve.3. Using the FITT principle, develop an action plan to assist in reaching the goal.4. Keep a daily log, recording all activities performed while working towards the goal. <p>Variation: Have students, in the last term of the school year, assess all the health-related fitness components.</p> <p> Refer to BLM 7–6: Personal Fitness Record.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on teaching considerations and implementation guidelines related to fitness, refer to Guidelines for GLO 2—Fitness Management in the Overview of this document.

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating his or her goal and action plan.

◆ **Journal/Learning Log: Personal Fitness Record**

Self-Assessment: Checklist

Suggested Criteria:

The student is able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log
- chart own fitness results





Fitness Management Outcomes: Grade 7



Knowledge

- K.2.7.A.1 Sort and classify physical activities/exercises** (e.g., jogging, cycling, weight training, gymnastics...) **that are best suited to developing each of the health-related fitness components** (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...).
- K.2.7.B.1 Promote the benefits of physical activity** (e.g., greater work capacity, performance enhancement, healthy weight, prevention of injuries, prevention of disease such as cardiovascular and type II diabetes, prevention of depression...) **for optimal health and fitness.**
- K.2.7.C.1a Identify the names and locations of the major muscle groups** (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings...) **in the context of exercise and physical activity.**
- K.2.7.C.1b Describe the effects of exercise and inactivity** (i.e., increased/decreased strength, hypertrophy/atrophy, increased/decreased lean muscle, increased/decreased elasticity, increased/decreased muscle tone) **on the muscular system.**
- K.2.7.C.2 Identify and explain the FITT principle** (i.e., frequency, intensity, time, and type of activity).
- K.2.7.C.3 Describe the purpose of a warm-up** (e.g., increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) **and a cool-down** (e.g., gradual lowering of heart rate, prevention of dizziness/blood pooling, minimized muscle stiffness/soreness...) **for physical activity participation.**
- K.2.7.C.4 Identify personal factors and preferences for choosing physical activities** (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) **for fitness and health.**

Skills

- S.2.7.A.1a Demonstrate behaviours** (e.g., regular participation, correct and safe execution, appropriate intensity level, self-monitoring, self-discipline...) **for personal fitness-goal attainment.**
- S.2.7.A.1b Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general target heart-rate zones.**
- S.2.7.A.2 Determine the relationship between the rate of perceived exertion and the general target heart-rate zones** (e.g., the level of exertion is somewhat difficult but the ability to talk remains while exercising in a healthy heart zone...).
- S.2.6.A.3a** \Rightarrow **S.2.7.A.3a Demonstrate the use of assessment strategies** (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) **to determine, organize, and record fitness results and physical activity participation.**
- S.2.7.A.3b Chart own fitness results** (e.g., using information technology...) **throughout the year to determine effects of activity participation and/or specific training on personal progress.**

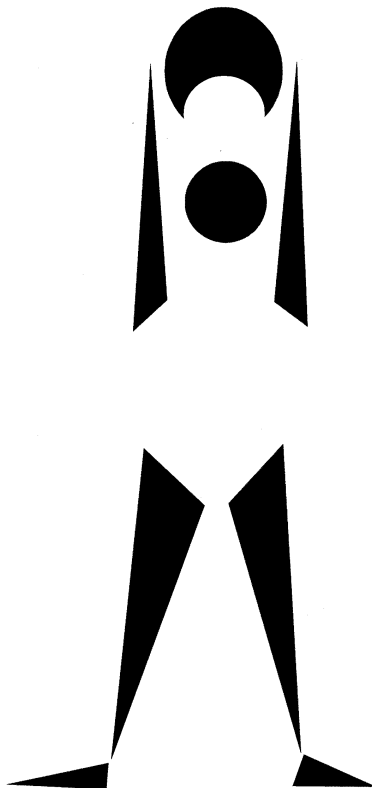
Attitude Indicators

- 2.1 Show an interest in and responsibility for personal fitness.
- 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness.
- 2.3 Show respect and acceptance for physical and performance limitations of self and others.

Grade 7

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.3.7.A.1 Determine safety rules, routines, and procedures related to selected activities, including territory/invasion-type and striking/fielding-type activities (e.g., no blocking or tackling in flag football...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (S.1.7.B.3)</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Safety Guidelines**

When introducing activities, have students provide ideas for safety rules (e.g., in flag football, the play ends when one flag of the person carrying the ball is ripped off). As a class, decide whether the suggested rule would work and then choose to accept, modify, or change the rule.

◆ **Two Versus Two Pin Guard**

Have students, in groups of four, set up a pin inside a hoop, and form teams of two players. Each pair, working as a team, tries to knock down the pin by throwing a spongy ball or tries to prevent the other pair from knocking down the pin. When a team has made a good defensive play, made an interception, or knocked down the pin, the ball goes to the defensive team. Have students discuss the safety rules that were evident during the play.

Variation: The person with the ball can only pivot to pass to a teammate.

☐ K.3.7.A.2 Determine personal responsibilities (e.g., keep inhalator handy for asthmatic condition when participating in aerobic activities...) **and risk levels** (e.g., low personal strength/fitness level may result in back injury during lifting activities...) **in performing specific exercises.**

<p>Curricular Connections ELA: GLO 3—Manage ideas and information. PE/HE: GLO 2—Fitness Management (S.2.7.A.1a, S.2.7.A.1b, S.2.7.A.2) GLO 4—Personal and Social Management (K.4.7.A.3)</p>

◆ **KWL the Active Way**

- **Know:** As a class, discuss what students already know about the responsibilities and risks associated with specific exercises (e.g., curl-ups, lifting heavy weights). Record comments on a board.
- **Want to Know:** Ask students to identify exercises and their risks that they want to know more about. Have students participate in a series of exercises, as in a warm-up led by the teacher or in a circuit. Explain correct technique and safety precautions before students participate.
- **Learned:** As a culminating activity, have students comment on what they learned.

◆ **Opposition Muscle Groups**

Have students, while working through fitness circuits, note which muscles work in opposition, such as biceps/triceps or abdominals/latissimus dorsi, and demonstrate that they understand the benefits of working both muscle groups to ensure balance of strength. Discuss the problems that can arise from not working the muscles in opposition.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Emphasize safety rules and procedures in all activities in every class throughout the year.

For more information on safety and liability for a variety of activities, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Teach tactics and strategies for territory/invasion-type and striking/fielding-type games.



See BLM G–17: Teaching Games for Understanding Chart.

Encourage students to guard the person and not the pin. Remind them to keep their feet moving and to follow their “checks.”

◆ **Observation: Safety Guidelines**

Self-Assessment: Frequency Index

As students are participating in an activity, have them mentally keep track of the number of times a given safety rule was violated. Have students report these data in a group discussion to decide whether students should continue to use the rule, or whether to modify or change it.

◆ **Performance Task: All Activities**

Teacher Assessment: Rating Scale

Have students take turns presenting the safety rules and procedures to the class as a review for selected activities.

Rating Scale	
Score	The student presented
3	• all the rules correctly
2	• most of the rules correctly
1	• some of the rules correctly

For more information on the KWL strategy, see page 6.20 of *Success for All Learners*.

Encourage students to take responsibility for their own safety and fitness development. Stress the importance of taking ownership for personal health and well-being.

After students have completed the fitness circuits, have them discuss the following questions:

- What are the benefits of having strong muscles?
- What are the benefits of working muscles in opposition?
- What are the problems of having weak muscles?



◆ **Journal/Learning Log: All Activities**

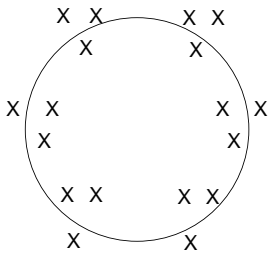
Self-Assessment: Checklist

Have students develop a personal checklist outlining the responsibilities and risks associated with specific exercises/activities.

Suggested Criteria: Bench-Step Aerobic Activity

In this activity, I

- dressed safely and appropriately for the exercise/activity
- used the equipment safely, including getting it out and putting it away properly
- checked (and reported if necessary) any breakage or hazards related to the equipment and/or facility
- performed the exercise to the best of my ability
- placed my whole foot on the step
- used the number of risers to match my fitness level
- added the “arm work” when I felt comfortable with the footwork

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.7.A.3 Justify reasons (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) for appropriate dress for selected physical activities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>SS: Global Interdependence</p> </div>	<p>◆ What Do I Wear?</p> <p>Have students form relay teams of three or four people and line up in rows at one end of the gym. Prepare a variety of cards that illustrate an activity or a type of clothing and place the cards, face down, at the opposite end of the gym. Have relay teams send one person to the card pile to choose a card and return to the group. The next person then runs to the card pile, choosing a card to match the previous teammate’s choice. For example, if the first person picks a card that illustrates downhill skiing, the next teammate must find a card that illustrates a winter coat, ski pants, ski boots, a toque, gloves/mitts, a neck warmer, ski goggles, or a ski helmet, before returning to the group.</p> <p>◆ Rotating Reel</p> <p>Have students form groups of three. Ask them the following questions, one question at a time:</p> <ul style="list-style-type: none"> • How could a downhill skier prevent frostbite? • What is the appropriate way to prevent sunburn while participating in a track and field meet on a hot day? • What is the appropriate dress for playing contact hockey? • While hiking in the winter, how do you prevent hypothermia? • Why do athletes run and stretch prior to practising or competing in their chosen sport? <div style="text-align: center;">  </div> <p>After each question, give students some time to discuss the question within their group. Have one student from each group go to the next group and share the answer. As a class, briefly discuss the responses to each question before moving on to the next question.</p>

**TEACHER NOTES**

When making up the class set of cards, use magazine illustrations or draw pictures to represent each activity or clothing item. Ensure that there are more cards than students. For students of this age, cards could consist of just words, but a combination of pictures and words would appeal to different learning approaches.

For more information about safety, see pages 12 and 13 of *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: What Do I Wear?**

Group Assessment: Inventory

Have students justify why the type of clothing they selected is best for a given activity.

◆ Paper and Pencil Task: What Do I Wear?

Teacher Assessment: Quiz

Have students write a quiz to determine the reasons for appropriate dress for selected physical activities.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.3.7.A.4 Investigate factors related to facilities and equipment (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) to ensure the safe inclusion of all students in selected activities.	◆ Inclusion Have students, in two teams, play a game of Ten Catches, using one spongy ball. The team that can make 10 consecutive catches ends the game. After approximately one minute, stop the play and ask a student on each team to play with a hearing impairment (use foam ear plugs). Continue playing the game for 30 seconds, and then stop the activity and ask students with the hearing impairment how they felt while playing the game. As a class, decide how the game or equipment could be changed to assist the person with the special need. Variation: Try the game again for approximately 30 seconds and then add other special needs. For example, add players with needs related to <ul style="list-style-type: none">• visual impairment (blindfold a student)• wheelchair use (use scooters)• reduced mobility (tie an arm or a leg)• asthma (breathe through a straw)
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.	

**TEACHER NOTES**

Have the class participate in a variety of awareness activities to determine how facilities, equipment, and games can be adapted to include all students safely and allow for maximum participation.

For more information on how to adapt equipment or activities, refer to the series, *Moving to Inclusion* (National Education Steering Committee of the Moving to Inclusion Initiative).

Also see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Learning Log: Inclusion**

Self-Assessment: Inventory

Have students reflect on the activity and write a journal entry about how this experience will affect their future participation in activities with others. Also have them choose a place in school (e.g., classroom, music room, gym, industrial arts room, human ecology lab, science lab, technology lab with computers) and a disability, and comment on what factors may help or hinder participation in activities.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.5.A.5a ➔ K.3.7.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 3—Manage ideas and information.

PE/HE:

GLO 3—Safety (K.3.7.A.3)

SUGGESTIONS FOR INSTRUCTION

◆ **Winter Wonderland**

Have students participate in a winter activity such as cross-country skiing, tobogganing, or downhill skiing. Prior to the activity/trip, discuss potential risks of participation and how these can be avoided. For example,

- emphasize the importance of wearing layers of clothing while skiing so that one can take off a layer if one gets hot
- demonstrate the proper way to fall while downhill skiing to avoid ankle or leg injuries

◆ **Cross-Country Trek**

Have students participate in a cross-country walk or run on the school grounds or at a local park. Prior to the activity/trip, discuss potential risks of participation and how these can be avoided. For example, emphasize the importance of

- wearing good hiking boots or running shoes, depending on the activity
- choosing the best way to run/walk up and down hills to avoid injury
- wearing sunscreen and a hat on a sunny day
- looking out for others

◆ **Carousel Brainstorming**

Prepare four posters with the name of a selected alternative pursuit on each and display them around the room. Divide students into groups so that there is an equal number of students at each poster. Have groups discuss for a set period of time (e.g., two minutes) potential safety risks involved in the specified alternative pursuit. Have each group run for two minutes in a clockwise direction, and then stop and brainstorm for two minutes at the next poster. Repeat until students have visited all four posters.



TEACHER NOTES

For more information, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Aboriginal Link:

Include traditional activities from an Aboriginal perspective (e.g., snowshoeing, fishing).

Community Link:

Invite guest speakers from provincial sport associations to explain the safety risks and program opportunities in the community.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Self-Assessment: Checklist

As students participate in alternative pursuits, use the following checklist to ensure that everyone is properly dressed and using prior knowledge to assist in participating safely in the activities.

Suggested Criteria:

The student

- is dressed appropriately for _____
- follows the rules that apply to the physical activity

◆ **Paper and Pencil Task: All Activities**

Self-Assessment: Inventory

Have students complete a Safety Contract prior to activity participation.

Example:

Safety Contract

Student Name _____

I am aware of the following safety rules for injury prevention related to the activity _____

1. _____
2. _____
3. _____
4. _____
5. _____

Signatures

- Student _____
- Teacher _____
- Parent/Guardian _____

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<i>Students will...</i>		
<input type="checkbox"/> K.3.7.A.5b Outline the emergency steps (e.g., seeking help, administering basic first aid...) related to water incidents or accidents (e.g., hypothermia, drowning...).	<p>◆ Role-Play</p> <p>Have students, working in groups of three or four, act out a water-related incident such as slipping/falling on a wet deck around a pool or drowning. Have students role-play or act out the emergency steps for seeking help or first aid.</p>	
<table border="1"><tr><td data-bbox="115 575 550 764"><p>Curricular Connections</p><p>ELA: GLO 4—Enhance the clarity and artistry of communication.</p><p>PE/HE: GLO 3—Safety (K.3.7.A.3, K.3.7.B.1)</p></td></tr></table>	<p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication.</p> <p>PE/HE: GLO 3—Safety (K.3.7.A.3, K.3.7.B.1)</p>	<p>◆ Emergency Steps</p> <p>Provide each student with an example of a water incident or accident. Have students write out the emergency steps for their situation on one side of recipe cards (one step per card), and on the other side write a number to signify the correct order. Check for accuracy. Then have students exchange cards and challenge each other to arrange the emergency steps in the correct order for each incident or accident.</p> <p>Variation: Use the cards as a relay activity in the gym or in an open space to practise transport skills.</p>
<p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication.</p> <p>PE/HE: GLO 3—Safety (K.3.7.A.3, K.3.7.B.1)</p>		


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
How to Call for Help:

1. Know your emergency telephone numbers (911 or the number for the local ambulance, poison control, and fire department).
2. State your name to the person you are calling.
3. State your location.
4. Tell what happened.
5. Answer any question the person asks.
6. Do what the person tells you to do.
7. Hang up only when the person tells you to.

Remind students that there is no charge to dial 0 or 911 on a pay phone. It is important to know the local emergency numbers, especially in rural or remote areas.

Have someone from the Canadian Red Cross Society or a local lifeguard talk to the class.

For additional information and resources, contact local organizations such as St. John Ambulance and the Canadian Red Cross Society.


◆ Performance Task: Role-Play

Teacher Assessment: Checklist

Have students individually perform the role of helping someone. Ensure that the student speaks slowly and clearly. Use the following checklist to ensure that each student knows how to make an emergency call for help.

Suggested Criteria:

The student

- knows local emergency telephone numbers (911 or the number for the local ambulance, poison control, and fire department)
- states his or her name
- states his or her location
- tells what happened
- answers any question asked
- does what he or she is told to do
- hangs up only when told to do so

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.7.B.1 Describe ways to respond to dangerous situations in the community (i.e., school intruders, home invasion, hazing, Internet use).

SUGGESTIONS FOR INSTRUCTION

◆ **Suspicious Spectators**

Ask students to list behaviours/signs of people who might be dangerous. Discuss what to do if they see a potentially dangerous person (e.g., tell an adult, call 911 or another local emergency number, stay calm, go to a safe place). Encourage students to draw a scene (for a poster/pamphlet) where something suspicious might be going on.

Variation: Display the posters/pamphlets and allow students to do a Gallery Walk to see additional information from others.

◆ **Speaker’s Corner**

Invite a police officer to class to discuss how people put themselves at risk in dangerous situations at home and on the Internet. Have the guest speaker discuss tips for dealing with dangerous people (e.g., school intruders and home invaders).

◆ **Caught by Surprise**

Have the class generate a list of tips on “what to do” and “what not to do” when faced by a home invader or a school intruder. Emphasize that although dangerous situations like these are quite rare, they could present themselves, and it is better to protect ourselves than to panic or do something to make the situation worse. Ask each student to design a pamphlet or a poster with helpful information to give to others for dealing with dangerous situations.

◆ **Safety Cards**

Discuss some general strategies to use in responding to dangerous situations (e.g., never give personal information on a chat line, report suspicious behaviour immediately, be calm but assertive). Have each student write the strategies on an index card and keep it in a prominent place as a frequent reminder.



TEACHER NOTES

A key safety factor is recognizing potentially dangerous situations. Emphasize that students should not be paranoid, but they should be on alert for suspicious people so that they are not at risk for being a target.

Potentially suspicious behaviours/signs include

- unknown people in the school hallways
- strangers on the playground watching particular children or asking questions
- someone phoning to ask whether you are alone
- someone asking you to do something that embarrasses you
- someone asking you personal information such as your age, address, sports you like, clubs/teams you are on, or the school you go to. (This is of particular concern with respect to Internet use.)

Remind students that they should never agree to meet anyone they have met on the Internet. Some people are trained and skilled at manipulating children to put them into a dangerous situation.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Suspicious Spectators

Self-Assessment: Checklist

Have students check whether they have included the following responses in their drawing of a potentially suspicious scene and have them explain their thinking to a partner:

- realistic response(s)
- helpful response(s)

◆ Paper and Pencil Task: Speaker's Corner

Teacher Assessment: Inventory

Have students prepare a question to ask the police officer and submit it as an Admit Slip in order to enter the class. To leave the class, they fill out an Exit Slip (e.g., One helpful response to danger that I learned from the presentation...). (For more information on Admit and Exit Slips, see page 6.60 of *Success for All Learners*.)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.6.B.4 ➔ K.3.7.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Helplines**

As a class, list different accidents and dangerous situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, and babysitting. Use a mapping strategy or a T-Chart to record all the suggestions. Have students get into groups and, using telephone directories, list telephone numbers and places where they could get help for these situations (e.g., Kids Help Line, friendship centre, beach patrol, counsellor, health clinics, Canadian Red Cross, public health office, public safety council).

◆ **Emergency Call**

Have groups of students develop a skit that shows someone getting help for an emergency situation. They can use ideas from the Helplines learning activity to generate ideas.

Variation: Ask one student to be the emergency operator and have another person be the one who calls. Write a variety of situations on cards and put them in a box for the “caller” to pull out.

◆ **Seeking Help**

Ask students to describe what they would do in an emergency or a non-emergency situation. Emphasize that the first step in any accident is to assess its seriousness and then perform scene management. Develop a chart identifying ways to seek help.

Example:

Seeking Help	
Situation	Contact (Examples)
• Vehicles	police, ambulance, public safety council
• Bicycles	police, ambulance, public safety council
• Water	beach safety officer, lifeguard, Red Cross Society
• Fire/Smoke	fire department
• Choking	police, fire department, first responder, certified first-aid provider
• Thin Ice	police, fire department
• Violence	Kids Help Line, friendship centre, counsellor
• Shaken Baby Syndrome	Kids Help Line, friendship centre, counsellor
• Babysitting	police, 911, parent, neighbour



TEACHER NOTES

How to Call for Help:

1. Know your emergency telephone numbers (911 or the number for the local ambulance, poison control, and fire department).
2. State your name to the person you are calling.
3. State your location.
4. Tell what happened.
5. Answer any question the person asks.
6. Do what the person tells you to do.
7. Hang up only when the person tells you to.

For more information on first aid, consult the Canadian Red Cross Society or St. John Ambulance.

Remind students that there is no charge to dial 0 or 911 on a pay phone. It is important to know the local emergency numbers, especially in rural or remote areas. Discuss emergency numbers that are used in rural or remote areas.

For more information on road safety resources, contact Manitoba Public Insurance.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH: <<http://www.canteach.org>>



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Helplines

Teacher Assessment: Checklist

Assess whether the student is able to list at least five ways to seek help for an accident or dangerous situation.

- Yes
 No

◆ Performance Task: Emergency Call

Teacher Assessment: Checklist

Use a checklist to ensure that each student knows how to make an emergency call for help.

Suggested Criteria:

The student

- knows emergency telephone numbers (911 or the number for the local ambulance, poison control, and fire department)
- states his or her name
- states his or her location
- tells what happened
- answers any question asked
- does what he or she is told to do
- hangs up only when told to do so

Ensure that the student speaks slowly and clearly.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.7.B.5a Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships (i.e., within families, between friends, among peers, with employers, in groups, in gangs, on sports teams, when babysitting).</p>	<ul style="list-style-type: none">◆ Opinion Cards<p>Give each student three index cards. Have students label their cards using the following headings: Physical Abuse, Emotional Abuse, and Verbal Abuse. Read out a variety of situations and ask students to hold up the card that best describes the specified kind of abuse.</p><p>Variation: Post three charts around the room and have students physically move to the chart with the specified type of abuse.</p> ◆ Six-Frame Story of Abuse<p>Have students develop a six-frame story (similar to a cartoon, but serious) to illustrate a kind of abuse (e.g., physical, emotional, verbal, or any combination).</p> ◆ Tableaux: Where Abuse Happens<p>Indicate to students that abuse happens all over the world in every culture and across all ages, races, and economic classes. It happens with strangers, friends, peers, workers, families, and team members, in groups, and with individuals. Ask students to form groups of four to six and develop a tableaux showing a kind of abuse in one of the relationships listed.</p> ◆ Read All about It<p>Ask each student to collect and bring to class brochures or pamphlets that offer help to people who suffer from physical, verbal, or emotional abuse. Students could ask a counsellor, local health office, or Child and Family Services agency for information. Post the pamphlets for everyone to see. After a while, file them in a cabinet that students are allowed to access.</p><p>Variation: Have students suggest helpful websites to the class.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Examples of Behaviours for Opinion Cards:

Abuse includes

- name-calling (verbal)
- yelling at someone (verbal)
- hitting (physical)
- behaviour intended to hurt another person (e.g. leaving them out) (emotional)
- swarming someone (emotional)
- punching a locker to scare someone standing beside it (physical)

Abuse does not include

- a pat on the back after a great volleyball serve
- telling others assertively that they hurt your feelings
- asking others whether they are all right
- telling someone that you do not want to do something
- refusing to hang out with someone



◆ **Journal/Learning Log: Opinion Cards**

Teacher Assessment: Checklist

Ask students to write about one kind of abuse (physical, verbal, or emotional) they have read about, seen on television, witnessed, or experienced.

Suggested Criterion:

Look for

- an example of abuse
- proper classification of the abuse

◆ **Observation: Opinion Cards**

Teacher Assessment: Frequency Index

Record the number of correct/incorrect responses during the activity.

◆ **Performance Task: Six-Frame Story of Abuse; Tableaux: Where Abuse Happens**

Teacher Assessment: Checklist

Observe whether the student is able to define and explain an example for each type of abuse:

	Yes	No
• physical abuse	<input type="checkbox"/>	<input type="checkbox"/>
• verbal abuse	<input type="checkbox"/>	<input type="checkbox"/>
• emotional abuse	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.7.B.5b Develop strategies (e.g., conflict-resolution skills...) **for avoiding situations** (e.g., conflict between parents’ and peer values, with the law, in competition, within school...) **that can potentially lead to conflict and violence.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Strategic Avoidance**

Introduce students to the following terms: compromise, negotiation, mediation, anger management, and conflict resolution. In groups, have students define each term, present an example of each skill, consider how and when the skill might be used, and present the information to the rest of the class using the suggested chart.

Example:

Strategic Avoidance			
Term	Definition	Example	Situation to Use Strategy
Compromise	Settling a dispute mutually.	You want to go to a movie but you have not done your household chores yet. You vacuum for half an hour and then your parent allows you to go to a movie.	Getting permission to do an activity.
Mediation	Using a neutral person to help settle a dispute.	Person A stops name-calling and person B stops talking behind person A’s back.	Two peers arguing over name-calling.
Negotiation			
Anger Management			
Conflict Resolution			

◆ **Conflict of the Week**

Have students record all the situations dealing with any level of conflict that they encounter throughout one week. Using a W5 chart (who, what, where, when, why), students record the strategy they used to solve the conflict or indicate whether the issue remained unresolved or ended with an escalated response (e.g., anger, violence, more conflict). (For a W5 sheet, see 5–8 ELA, BLM–67.)



TEACHER NOTES

Definitions:

- **Compromise**—settling a dispute with each person mutually agreeing on a settlement. Meeting in the middle.
- **Negotiation**—settling a dispute by talking with others to reach an agreement. A collaborative effort to reach an agreement.
- **Mediation**—using a mediator (neutral person) to intervene to produce an agreement or a reconciliation.
- **Conflict-resolution skills**—the ability to solve a dispute using skills such as listening, paraphrasing, and problem solving.
- **Anger-management skills**—the ability to solve problems and conflicts in a controlled manner.

For helpful resources (books, videos, and websites), see *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available at the Instructional Resources Unit (Library), Manitoba Education and Youth website: <<http://libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ Journal/Learning Log: Any Activity

Teacher Assessment: Scoring Rubric

Ask students to write a journal entry about how they dealt with conflict in the past. Have them answer the following questions:

1. What are three things you would like to learn in order to deal better with conflict?
2. What are some of your strengths/weaknesses when dealing with conflict?
3. In what situations do you seem to have more/less conflict? Why do you think there is more/less conflict in these situations/relationships?

Suggested Criteria:

Use the following scoring rubric to assess student knowledge.

Scoring Rubric	
Score	The student
3	<ul style="list-style-type: none"> • has a basic knowledge of terms and has good insight into personal conflict
2	<ul style="list-style-type: none"> • has some knowledge of terms and has some insight into personal conflict
1	<ul style="list-style-type: none"> • has unsatisfactory knowledge of terms and lacks insight into personal conflict

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations (e.g., pornography, incest, stalking, prostitution, sexual assault...).</p>	<p>◆ Ask the Expert</p> <p>Invite someone from the local police department or from victim services to speak to the class about ways students can protect themselves and others from sexually abusive situations.</p> <p>◆ LAPS</p> <p>Have students complete a LAPS Frame (see pages 6.54 and 6.108 of <i>Success for All Learners</i>) after listening to a speaker's presentation or viewing a film/video related to the topic of protecting self and others from sexually abusive situations.</p> <p>◆ Carousel Brainstorming</p> <p>Have students brainstorm safety guidelines to protect self and others in sexually abusive situations such as pornography, incest, stalking, prostitution, and sexual assault. Put potential situations on several pieces of chart paper and post them around the classroom. Have students move to the different posters and write down safety guidelines for the selected situations. Have all students move around the room until they have had the opportunity to brainstorm for each situation.</p> <p>Suggested Situations:</p> <ul style="list-style-type: none">• Someone is following you.• A person asks you to look at pictures of pornography.• A person touches you inappropriately.

**TEACHER NOTES**

The learning activities suggested for this learning outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: Ask the Expert**

Teacher Assessment: Inventory

Prepare a list of questions to ask the guest speaker following the presentation. Divide the class into three groups and have students move through three stations for follow-up activities.

The teacher or the expert could be the interviewer at one station. Activities at the other two stations could include writing a thank you note to the guest speaker, developing a poster or pamphlet outlining safety guidelines, writing a journal entry, reflecting on what the speaker said, and so on.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.7.B.6b Demonstrate an understanding of skills (i.e., problem solving, conflict resolution, communication, assertiveness, anger management) in dealing with case scenarios related to sexually abusive situations and ways to seek help.</p> <div data-bbox="115 642 550 858" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. PE/HE: GLO 4—Personal and Social Management</p></div>	<p>◆ Skills Check</p> <p>Have groups of students write a scenario related to a sexually abusive situation. The scenario must include a way to seek help and at least one skill from each of the following categories: problem solving, conflict resolution, communication, assertiveness, and anger management. Students perform the skit for the class, demonstrating the specified skills.</p>



TEACHER NOTES

Review the skills included in all the specified categories. An abundance of information is available on all these skill categories. Find a resource that suits students' needs and provide them with the necessary information.

For topic-related resources, consult *Conflict Resolution: Safe Schools: A Bibliography, October 2001* and *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available from the Instructional Resources Unit (Library), Manitoba Education and Youth website: <<http://www.libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Skills Check

Group Assessment: Checklist

Have groups assess each other's skills, so that each group performs once and evaluates once.

Skills Check

Check off when you see the following skills being used. Write down what skill you observed.

- Problem solving** (e.g., telling someone about a problem, thinking about options, deciding on action, taking action, evaluating the outcome)

- Conflict resolution** (e.g., stating what is wrong, deciding how to act, taking action)

- Communication** (e.g., talking to someone about the problem)

- Assertiveness** (e.g., using "I messages," taking an assertive stance, saying "no")

- Anger management** (e.g., using relaxation techniques, stating feelings)

- Seeking help** (e.g., asking a counsellor or trusted adult for help with the problem)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.3.4.A.1 ⇨ S.3.7.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information.</p>	<p>◆ Safety Guidelines</p> <p>Brainstorm with students the various safety guidelines and behaviours specific to various locations, activities, and pieces of equipment.</p> <p>Examples:</p> <ul style="list-style-type: none">• change-room procedures/rules• storage room guidelines/rules• routines for division and use of activity space• proper use of portable equipment (e.g., balls, racquets, floor hockey sticks, baseball bats, gymnastics mats)• use of fixed equipment (e.g., tetherball poles, playground structures, basketball backboards, baseball backstops, curtains or folding wall dividers)• reporting injuries or medical problems, equipment breakage, or hazards to the teacher <p>Have students explain why the guidelines are necessary and demonstrate rules and routines for safe activity participation and equipment use throughout the year.</p>



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activities and safe handling of gym equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

Establish safety rules and procedures early in the year and reinforce them throughout the year.

For information related to safety and liability, refer to Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts).

Important safety information is outlined in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students’ age and mental and physical condition
- instruction is sequenced progressively to ensure safety
- students receive specific instruction about how to use and handle the equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed from the facility or field of play
- change-room rules are posted inside the change room



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

Use the following rubric to assess student performance related to safe participation in physical activities.

Safety Rubric	
Scale	The student
4	<ul style="list-style-type: none"> • consistently follows safety routines and rules in given situations
3	<ul style="list-style-type: none"> • frequently follows safety routines and rules in given situations
2	<ul style="list-style-type: none"> • sometimes follows safety routines and rules in given situations
1	<ul style="list-style-type: none"> • rarely follows safety routines and rules in given situations

◆ **Observation: Safety Guidelines**

Group Assessment: Anecdotal Notes

At the end of the class, have students note on a Safety Clipboard any safety infractions they dealt with during the class or at recess that day. Review the clipboard contents daily and review the contents with the class periodically (immediately if the infraction causes danger).



Safety Outcomes: Grade 7



Knowledge

- K.3.7.A.1 Determine safety rules, routines, and procedures related to selected activities, including territory/invasion-type and striking/fielding-type activities** (e.g., no blocking or tackling in flag football...).
- K.3.7.A.2 Determine personal responsibilities** (e.g., keep inhalator handy for asthmatic condition when participating in aerobic activities...) **and risk levels** (e.g., low personal strength/fitness level may result in back injury during lifting activities...) **in performing specific exercises.**
- K.3.7.A.3 Justify reasons** (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) **for appropriate dress for selected physical activities.**
- K.3.7.A.4 Investigate factors related to facilities and equipment** (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) **to ensure the safe inclusion of all students in selected activities.**
- K.3.5.A.5a** ⇨ **K.3.7.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits** (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).
- K.3.7.A.5b Outline the emergency steps** (e.g., seeking help, administering basic first aid...) **related to water incidents or accidents** (e.g., hypothermia, drowning...).
- K.3.7.B.1 Describe ways to respond to dangerous situations in the community** (i.e., school intruders, home invasion, hazing, Internet use).
- K.3.6.B.4** ⇨ **K.3.7.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations** (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).

Knowledge (continued)

- K.3.7.B.5a Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships** (i.e., within families, between friends, among peers, with employers, in groups, in gangs, on sports teams, when babysitting).
- K.3.7.B.5b Develop strategies** (e.g., conflict-resolution skills...) **for avoiding situations** (e.g., conflict between parents' and peer values, with the law, in competition, within school...) **that can potentially lead to conflict and violence.**
- K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations** (e.g., pornography, incest, stalking, prostitution, sexual assault...).
- K.3.7.B.6b Demonstrate an understanding of skills** (i.e., problem solving, conflict resolution, communication, assertiveness, anger management) **in dealing with case scenarios related to sexually abusive situations and ways to seek help.**

Skills

- S.3.4.A.1** ⇨ **S.3.7.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities** (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).

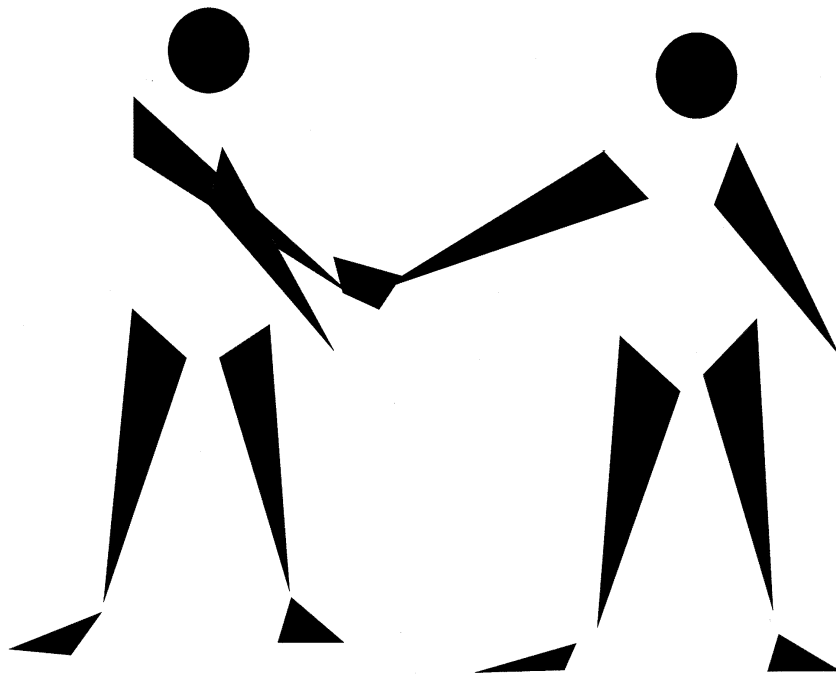
Attitude Indicators

- 3.1 Show respect for safety of self and others.
- 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.

Grade 7

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.7.A.1 Compare attitudes and behaviours (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) that contribute to a sense of belonging.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 4—Personal and Social Management (K.4.7.B.1a, K.4.7.B.3b) SS: Identity, Culture, and Community Power, Authority, and Decision Making</p> </div>	<p>◆ Open and Close</p> <p>Discuss different attitudes and behaviours that</p> <ul style="list-style-type: none"> • encourage relationships (e.g., asking a student to play, accepting diversity) • discourage relationships (e.g., discrimination, exclusion) <p>Have students create a picture of a closed book and a picture of an open book. Ask them to list attitudes and behaviours that are open (encourage relationships) and closed (discourage relationships).</p> <p>Variation: Post the two headings Open and Closed on opposite sides of the gym. Read a variety of attitudes and behaviours, and have students run to either the Open or Closed side to show whether the attitude or behaviour contributes to or discourages belonging.</p> <p>◆ You're In</p> <p>Discuss attitudes and behaviours that include and exclude. Have groups of students develop a game or activity that everyone could play. Have the class play the game and ask students to write down all the inclusive attitudes and behaviours they observed during the activity.</p> <p>Variation: To promote inclusion, have students design or adapt a game to accommodate a person's specific physical disability.</p> <p>◆ All in Together</p> <p>Have students, in groups of four, solve the problem of how to fold a gymnastic mat as they stand on top of it, without anyone stepping onto the gym floor. Discuss and compare the behaviours that enabled all members of the group to feel included and accepted.</p> <p>◆ Who Has...?</p> <p>Have students gather in a circle and form groups based on things that they have in common (e.g., number of siblings, eye colour, birthday month, hand size, shoe size, height, letters of the alphabet in names). Discuss the importance of accepting individual differences and making sure everyone feels that he or she belongs.</p>



TEACHER NOTES

Use two sheets of paper, one to represent an open book and one to represent a closed book. For the closed book, fold a piece of paper in half (like a card). For the open book, fold the paper and lay it flat (open).

Behaviours That Include:

- inviting others to play a game
- choosing someone you do not know to play a game with you
- inviting a new student to sit with your group for lunch
- telephoning a friend who was absent from school

Behaviours That Exclude:

- ignoring others
- talking behind someone’s back
- spreading rumours
- not helping someone when you are asked to help

More information on team-building activities can be found in *Team Building through Physical Challenges* (Glover and Midura) and *More Team Building Challenges* (Midura and Glover).



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Checklist

Observe whether students are able to list at least five attitudes and behaviours that encourage belonging and five attitudes and behaviours that discourage belonging.

Attitudes and Behaviours That Encourage or Discourage Relationships	
Attitudes That Encourage Belonging	
1. E.g., appreciating individual differences	
2.	
3.	
4.	
5.	
Behaviours That Encourage Belonging	
1. E.g., inviting everyone to play the game	
2.	
3.	
4.	
5.	
Attitudes That Discourage Belonging	
1. E.g., thinking you are the best and no one is as good as you or your group	
2.	
3.	
4.	
5.	
Behaviours That Discourage Belonging	
1. E.g., captains choosing teams	
2.	
3.	
4.	
5.	

◆ **Performance Task: All Activities**

Peer Assessment: Rating Scale

Give students the following rating scale and have them rate the behaviours and attitudes of each member of their group.

Rating Scale			
	3	2	1
The student	Always	Sometimes	Rarely
• includes others			
• shows positive acceptance of others’ ideas			
• is nondiscriminatory			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.7.A.2a Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies (e.g., decision-making/problem-solving process...).</p>	<p>◆ Obstacle Course</p> <p>Discuss obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities) that may affect achievement of personal goals. Have students, in small groups, write case scenarios that outline goals (e.g., being active every day, eating healthy foods every day), as well as obstacles that interfered with achieving the goals.</p> <p>Variation: Have students identify obstacles when analyzing their fitness goals.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.A.3, S.4.7.A.1, S.4.7.A.2)</p> <p>SS: Identity, Culture, and Community</p> </div>	<p>◆ Game Play</p> <p>Ask groups of students to invent a board game that requires players to achieve a personal goal. Have them incorporate various obstacles that would influence achievement of the goal. For example, the players might pick cards that require them to do something physical to work towards achieving a goal or deal with an obstacle throughout the game (e.g., breaking a leg, receiving a low test mark, losing an agenda book). Have groups teach their games to the class and allow them to play each other's games.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT**

Ensure that students learn that the process of changing or revising a goal is not failing but an integral part of learning. As we learn new information and as we change our personal needs, our goals also change.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>

**◆ Performance Task: All Activities**

Teacher Assessment: Checklist

Observe whether the student is able to identify obstacles that may influence the achievement of personal goals.

- Yes
- No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.7.A.2b Describe the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction.</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>	<p>◆ Mental Prep</p> <p>Discuss the mental skills (i.e., goal setting, focusing, stress management, visualization, positive thinking) necessary to enhance performance, readiness to begin a task, and satisfaction. Have each group research one of the mental skills and present the information to the class (e.g., use self-talk before entering a competition).</p> <p>◆ Mental Skills of Athletes</p> <p>Have students</p> <ul style="list-style-type: none"> • choose an athlete who has achieved something great (e.g., Lance Armstrong winning the Tour de France three times in succession) • cut and paste or draw a picture of the person in the centre of a sheet of paper • list as many mental skills as they can think of around the picture (skills related to this person’s athletic achievement) • share their list with others in the class and then add to their own picture • circle or highlight the skills that they know how to use <p>◆ Coach’s Corner</p> <p>Have students choose a team coach (e.g., Senior Years coach) to interview about what mental skills or preparation his or her team uses. Students can report findings in their journals or to the class.</p> <p>◆ Visualization and Positive Thinking</p> <p>Explain to students the benefits of visualization and positive thinking to assist them in achieving their goals. Have students practise visualization while lying down or sitting at a desk. Start with a skill or task that all students can perform easily and then increase the complexity of the skill, such as walking, running, and hopping, and later, dribbling, doing a lay-up, sinking a basketball, and so on.</p> <p>◆ Relaxation Is the Key</p> <p>Have students lie with their backs on a mat and ask them to tighten a specific muscle and then relax it. Continue adding muscles until students have relaxed all muscle groups. Ask students how this strategy may enhance performance or the feeling of well-being.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Visualization—a mental picture of what you would like to achieve. This may include repeatedly walking through the steps mentally to achieve a perfect performance.

Visualization is the process of abstract thought people use to watch themselves perform a task properly.

To create atmosphere for these activities, use soft classical music or sounds of nature and dim the lights.

◆ **Performance Task: Mental Prep**

Group Assessment: Checklist

Have a group of students assess the mental skills presentation of another group, completing the checklist provided.

Suggested Criteria:

The group

- presented well-researched information
- presented the information in an organized way
- provided examples of the mental skills
- other

◆ **Journal/Learning Log: Mental Skills of Athletes**

Teacher Assessment: Anecdotal Notes

Have students use the following sentence starters to write in their journals:

- The mental skills that I know how to use...
- The mental skills that I need to work on...
- One mental skill that I really like is...
- A time that I could use a mental skill is...
- One time that I used a mental skill...
- In the future I will...

Suggested Criterion:

Look for

- the student's ability to describe how to use a mental skill to enhance his or her own performance, readiness, and satisfaction

◆ **Journal/Learning Log: All Visualization Activities**

Self-Assessment: Anecdotal Notes

Have students write journal entries or draw a series of pictures that describe each mental picture that they visualized.

◆ **Journal/Learning Log: Relaxation Is the Key**

Self-Assessment: Anecdotal Notes

Have students write journal entries or draw a series of pictures that describe how they felt and whether or not they were really able to relax during this activity.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.7.A.3 Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g., prevents impulsive and/or negative decisions, contributes to long-term health...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p>	
	<p>◆ Be Informed</p> <p>Discuss the benefits of using a decision-making/problem-solving process. Have students create a list of the benefits (e.g., you make an informed decision, you make a decision that you believe in, you make a decision based on a particular situation, you take the time to look at possible consequences before deciding).</p> <p>Ask students to write about a time they made an impulsive decision that did not work out well. Have them list some of the consequences of their decision and indicate how it affected themselves and others. Help students organize their thinking by adapting the Information Frame (see <i>Success for All Learners</i> 6.51) to this task.</p> <p>◆ Flip Side</p> <p>Have students use the example of an impulsive decision from the previous activity (Be Informed) and write about what they would or could have done if they had used a decision-making/problem-solving process.</p> <p>Variation: Have students work in groups and role-play a decision made without using the decision-making/problem-solving process and one using the process. Have other students list the benefits that they observed from the role-play where a decision-making/problem-solving process was used.</p>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT**

Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **D**efine the topic or issues.
- **E**xplore alternatives or options.
- **C**heck alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **I**dentify possible solutions.
- **D**ecide and take action.
- **E**valuate and revise.

◆ Questioning/Interview: All Activities

Teacher Assessment: Checklist

Confer with students and ask them to explain the benefits of using a decision-making/problem-solving process.

Suggested Criterion:

Observe whether the student is able to explain the benefits of using a decision-making/problem-solving process related to making a healthy or responsible decision for oneself.

Yes

No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.7.B.1a Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) for dealing with new situations and/or change (e.g., participating in new activities, choosing friends...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community. PE/HE: GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.A.2a, K.4.7.B.2a, S.4.7.A.3) SS: Citizenship (Core Concept)</p>	<p>◆ Citizen’s Award</p> <p>Ask students to list the characteristics of a class member who could be awarded a classroom-based citizen’s award. Use a Thinking Map (see 5-8 <i>ELA</i>, Strategies–50) to record students’ answers. As a class, discuss characteristics of socially acceptable behaviours.</p> <p>Highlight a student as the “Citizen of the Month” throughout the year. Give these students a small reward outlining the characteristics that they demonstrated and/or add their names to a plaque to be kept in the gym or classroom.</p> <p>◆ Crosswords and Word-Finds</p> <p>After identifying socially acceptable behaviours for dealing with new situations and/or change, have students work with a partner and develop a crossword puzzle or a word-find puzzle using the identified vocabulary. Have students write definitions for all the words they use in their puzzle.</p> <p>◆ Striving for Your Personal Best</p> <p>After identifying socially acceptable behaviours for dealing with new situations and/or change, have students create a checklist of behaviours that they can strive to accomplish over the next few months. At the end of the day, have them check off the behaviours each time they are demonstrated. Students might also use the list to set goals for the upcoming week. (For example, a student may want to try to give three compliments over the next week, or may need to learn to step away from a situation if he or she is angry.)</p> <p>◆ What’s New?</p> <p>Have students participate in a new physical activity, sport, or fitness circuit in a physical education class. Have students complete an Admit Slip prior to their first attempt that tells how they feel about participating. Then, after two or three trials, have students complete an Exit Slip that tells how they feel after participating. Have students identify the behaviours that help to deal with new situations. (See Admit and Exit Slips, <i>Success for All Learners</i> 6.60.)</p>



TEACHER NOTES

Characteristics of Socially Acceptable Behaviours:

In general, socially acceptable behaviours include

- **enthusiasm**—enter activity with interest
- **effort**—strive for personal best
- **self-control**—use good judgement and display honesty
- **leadership**—use initiative as a leader
- **attentiveness**—concentrate on activities at hand
- **dependability**—accept responsibilities and duties
- **fair play**—play by the rules and be a good sport
- **cooperation/collaboration**—demonstrate willingness to work with others
- **self- and group-adjustment**—be open and flexible
- **attractive appearance**—take pride in personal hygiene

Socially acceptable behaviours for dealing with new situations and/or change include the above, as well as

- **open-mindedness**—be willing to look at other viewpoints or perspectives
- **adaptability**—adjust to new or changing conditions with ease
- **flexibility**—be willing to try new ideas or ways of doing things
- **self-awareness**—attend to and/or understand personal needs, emotions, and reactions
- **communication skills**—express feelings and emotions in appropriate manner



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

Observe students’ ability to identify socially acceptable behaviour for dealing with new situations and/or change.

Scoring Rubric	
Scale	The student is able to identify
3	• many socially acceptable behaviours for dealing with new situations and/or change
2	• some socially acceptable behaviours for dealing with new situations and/or change
1	• a few socially acceptable behaviours for dealing with new situations and/or change

◆ **Journal/Learning Log: Striving for Your Personal Best**

Teacher Assessment: Checklist

Have students identify a new situation or a change they experienced during the last week and discuss in their journals how they feel they are doing with demonstrating socially acceptable behaviours. Have them comment on what is going well and how they think they can improve.

Suggested Criteria:

Observe whether the student is able to identify and demonstrate socially acceptable behaviours for dealing with new situations and/or change.

Look for

- | | |
|--|---|
| <input type="checkbox"/> open-mindedness | <input type="checkbox"/> self-awareness |
| <input type="checkbox"/> adaptability | <input type="checkbox"/> communication skills |
| <input type="checkbox"/> flexibility | <input type="checkbox"/> other |

◆ **Questioning/Interview: What’s New?**


Teacher Assessment: Inventory

At the beginning of the circuit activity, have students complete an Admit Slip stating how they feel about participating in this new activity. After two or three trials of the activity, have students complete an Exit Slip stating how they feel after participating in the activity. Have students identify the behaviours that help to deal with new situations.

TEACHER NOTES (continued)

For ideas on generating puzzles, see the Discovery School’s Puzzlemaker website: <<http://www.puzzlemaker.com>>.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.7.B.1b Describe conduct (e.g., personal, group, team...) and ethical behaviours appropriate for engaging in physical activity and/or social events.</p>	<p>◆ Interaction Satisfaction</p> <p>Discuss ways to interact positively and effectively with others:</p> <ul style="list-style-type: none"> • follow game rules • tell the truth • accept others • introduce yourself • accept defeat • show concern and empathy for others • congratulate others <p>Have students form groups of four. Give each group a physical activity or social event and ask students to role-play appropriate conduct and ethical behaviours for the given situation.</p> <p>Suggested Situations:</p> <ul style="list-style-type: none"> • job interview • team sporting event • going to someone’s home for a visit • attending a ceremony/celebration • going to a movie <p>◆ Good Sport</p> <p>Discuss characteristics of being a “good sport,” such as</p> <ul style="list-style-type: none"> • recognizing when you make a mistake • following game rules • accepting decisions from officials • encouraging team members and opponents • refraining from calling down other teams • shaking hands at the end of a game • accepting second place with pride • controlling anger and frustration <p>Have students find an example from the media or from a personal experience of someone who exemplifies the characteristics of a “good sport.” Ask students to prepare a one-minute sports briefing (presentation) about the person.</p> <p>Variations: After students have participated in selected physical activities, have them rate their own conduct and behaviours.</p> <p> Refer to BLM 7–7: Characteristics of Being a Good Sport.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (K.1.7.C.4) GLO 3—Safety (K.3.7.A.2, K.3.7.B.5b) GLO 4—Personal and Social Management (K.4.7.B.3a, K.4.7.B.3b)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>

◆ **Observation: All Activities**

Peer Assessment: Inventory

Ask students to report on examples of appropriate conduct and behaviours they observe while watching others (e.g., in a class activity, league game, game on television, sporting event, community game or event).

Variation: If students are part of the team, have them or a parent/guardian reflect on students' behaviours using the suggested criteria outlined in the instructional suggestion Good Sport.

Suggested Criteria:

The student

- is able to identify at least six examples of ethical behaviours appropriate for engaging in physical activity and/or social events
- has difficulty identifying at least six examples of ethical behaviours appropriate for engaging in physical activity and/or social events



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.7.B.2a Identify the characteristics (e.g., compliance/conflict, confidence level, tone of voice, eye contact, body language...) associated with each of the communication styles (e.g., passive, aggressive, assertive...) and leadership qualities (e.g., enthusiasm, presentation skills, reliability, organization...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p>◆ What’s Behind the Door?</p> <p>Discuss the characteristics associated with three different communication styles: passive, aggressive, and assertive. Ask students to role-play each of the three styles (limiting the scene to approximately 20 seconds). As each group performs, have the other students guess which style the scene represents. Use a gym mat or a partition as a door or curtain between the actors and the audience.</p> <p>◆ Campaign Manager</p> <p>Have students discuss characteristics of an effective leader (e.g., assertiveness, enthusiasm, strong presentation skills, reliability, organization, motivation). Ask each student to act as a campaign manager for a leader and design an advertisement to promote the excellent leadership qualities of the chosen leader.</p> <p>◆ Read All about It</p> <p>Have students discuss characteristics of an effective leader (e.g., assertiveness, enthusiasm, strong presentation skills, reliability, organization, motivation). Ask each student to</p> <ul style="list-style-type: none"> • find an example of a real or fictional leader from a novel, short story, or article • list the leadership qualities of the character • present the information to the class <p>◆ Take Me to Your Leader</p> <p>Have students list the leaders they know about in the school, community, province, country, and world (e.g., prime minister, premier, municipal leaders, principal, spiritual leaders, elders, parents/guardians, peer mediators). Organize the answers using a mapping technique (see 5-8 ELA, Strategies–50) to identify the various categories.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Three Communication Styles:

- **Passive**—refraining from reacting to opposing behaviour.
- **Aggressive**—behaving in a hostile and destructive manner.
- **Assertive**—standing up for yourself and respecting the rights of others.

◆ **Observation: What’s Behind the Door?**

Teacher Assessment: Inventory

Observe whether students are able to identify characteristics associated with passive, aggressive, and assertive communication styles.

◆ **Performance Task: Campaign Manager**

Peer Assessment: Inventory

Have students look at each other’s campaign advertisements and write down five examples of leadership qualities.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.4.7.B.2b Identify areas within the school (e.g., staff, school teams, clubs...) and community (e.g., community projects...) that offer opportunities to make new friends and belong to a group (e.g., staff, school teams, clubs...).	◆ B4 Long UB Long As a class, brainstorm a list of groups, clubs, or teams to which students could belong. Ask each student to pick one group they would like to know more about. Give all students a blank index card and have them <ul style="list-style-type: none">• find and record information about their chosen group (e.g., interview someone who already belongs to the group, visit the group, watch the team, read about the group)• bring to class pictures, pamphlets, or other supporting information• present the information to the class ◆ Caught in the Web Have students list areas within the school and community that offer opportunities to make new friends and belong to a group. Write the word “Belong” in the centre of a chalkboard and have students identify and list areas within the school or community that have offered them opportunities to make new friends and belong to a group. Have students draw a symbol or write the word for the identified area (e.g., draw a hockey stick to represent the hockey team to which they belong). Ask each student to present a one-minute speech to tell the class about something in the school or community to which they belong.
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community	

**TEACHER NOTES**

Emphasize positive group behaviour (e.g., clubs, sports) and discuss the dangers involved in negative influences (e.g., gangs).

Include programs offered at local community clubs and/or churches.

**SUGGESTIONS FOR ASSESSMENT****◆ Paper and Pencil Task: B4 Long UB Long**

Teacher Assessment: Checklist

Have students identify clubs or areas within the school and places in the community that offer opportunities to make new friends and belong to a group.

Suggested Criteria:

Look for

- school examples such as
 - sports team
 - choir
 - math club
 - computer club
 - drama club
 - classroom
 - other
- community examples such as
 - organized teams
 - hobby clubs
 - book clubs
 - church groups
 - other

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

□ K.4.7.B.3a Identify anger-management skills (e.g., use self-statements, participate in physical activities, write letters to express feelings...) **as alternatives to aggression and violence.**

Curricular Connections

ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 4—Enhance the clarity and artistry of communication.
- GLO 5—Celebrate and build community.

◆ Stop Violence

Ask each student to trace one hand on a blank piece of paper and write an anger-management skill (e.g., take a deep breath, count backwards from 10, walk away, use humour, exercise) in each of the four fingers and the thumb. When all students have listed five skills, ask them to “shake hands” with a partner and come up with 10 skills. They may need to think of some new skills if they had duplicate skills on their combined hands. Give each pair a large piece of paper and have each student trace one hand and then list the 10 skills on the thumb and fingers. When students have listed 10 anger-management skills, have them point to one skill that they will demonstrate. Each pair will then demonstrate the skill and teach the class how to use it as an alternative to aggression and violence.

◆ Relax to the Max

Have an expert come to the class to discuss the importance of training the mind and body about self-control, and teach students muscle relaxation exercises or a whole-body technique to control anger (e.g., Tai Chi, yoga, Pilates, karate).

□ K.4.7.B.3b Describe how conflict situations (i.e., change, new situations, negative group influences, dishonesty) **affect personal behaviour and development** (e.g., adapting to new surroundings or routines, making new friends, coping with change, being assertive...).

Curricular Connections

ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.
- GLO 3—Manage ideas and information.

SS:

- Identity, Culture, and Community
- The Land: Places and People
- Global Interdependence
- Power, Authority, and Decision Making
- Economics and Resources

◆ News Stories

Have students cut out articles from newspapers or magazines that represent a conflict situation. Have them report on what the conflict is and how it affects the behaviour of the persons involved.

Variation: Use sport stories or examples of characters in the novels students are currently reading.

◆ Consequences of Conflict

Discuss some of the consequences of conflict. Use a Venn diagram to record students’ answers, listing positive consequences in one circle and negative consequences in the other circle. Where the two circles intersect, write consequences that could be both positive and negative.

◆ Four Frames

Have students divide a blank piece of paper into four sections. Ask students to identify and discuss four ways in which conflict situations can affect personal behaviour and development.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage the use of non-aggressive anger-management strategies. Teaching aggressive strategies (e.g., punching a pillow, screaming, ripping a telephone book) may encourage students to be more aggressive. Choose, instead, a calm activity for relaxation and stress relief.

◆ **Journal/Learning Log: Stop Violence**

Teacher Assessment: Scoring Rubric

Have students write a journal entry about techniques they will be able to use in the future to manage anger. Use the following scoring rubric to assess students' writing.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> is able to list many anger-management skills
2	<ul style="list-style-type: none"> is able to list some anger-management skills
1	<ul style="list-style-type: none"> is unable to list anger-management skills

For resources on conflict resolution, see *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available at the Instructional Resources Unit (Library), Manitoba Education and Youth website: <<http://libinfo.merlin.mb.ca/publications>>.

◆ **Paper and Pencil Task: News Stories**

Teacher Assessment: Checklist

Assess students' written and oral reports and check for understanding of how the conflict affected the behaviour and development related to their articles.



PRESCRIBED LEARNING OUTCOMES

Students will...

□ K.4.7.B.3c Review strategies (e.g., mediation, conflict resolution...), **possible outcomes** (i.e., win/win, win/lose, lose/win, lose/lose), **and behaviours** (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building...) **for conflict resolution among friends and/or peers.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SS:

Power, Authority, and Decision Making

SUGGESTIONS FOR INSTRUCTION

◆ **Outcome Wheel**

Have students list the four possible outcomes for conflict resolution: win/win, win/lose, lose/win, and lose/lose. Make a large circle in the classroom or gym and label the four areas accordingly. Read out short scenarios and have students move to the section that best represents the outcome.

Sample Scenario:

Amy and Tim have a homework assignment that is due tomorrow. Amy has a hockey game at 5:00 p.m. and Tim has a music lesson at 7:00 p.m., and they do not live close together. What are their options?

- **Win/Win:** Amy does her share of the work, and Tim does his share. They meet before school to coordinate who will do what.
- **Win/Lose:** Tim does all the work, and Amy does nothing.
- **Lose/Win:** Amy does all the work, and Tim does nothing.
- **Lose/Lose:** They hand in their homework late.

	Amy gets what she needs.	Amy does not get what she needs.
Tim gets what he needs.	Win/Win	Win/Lose
Tim does not get what he needs.	Lose/Win	Lose/Lose

Variation: Use the Outcome Wheel (see teacher notes) for a spin game. Have each group of students spin the wheel. When the wheel stops, they have five minutes to develop a skit or role-play to achieve the appropriate outcome for conflict resolution.

◆ **Partner Up**

Give each student an index card. On one half of the card, students write a statement that someone might say when dealing with conflict. On the other half, students write the kind of behaviour that the statement best represents (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building). These cards can then be mixed up and re-sorted to match the statements to the behaviours. Have students cut the card in the middle using a jigsaw line.

Examples of Statements/Behaviours:

- “You’re always doing this to me.” (blaming)
- “Let’s sit down and talk.” (collaborating)
- “How many people would like...” (consensus building)
- “I will do... if you...” (negotiating)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Outcome Wheel

Win/Lose

Lose/Lose **Win/Win**

Lose/Win

◆ Journal/Learning Log: All Activities

Teacher Assessment: Anecdotal Notes

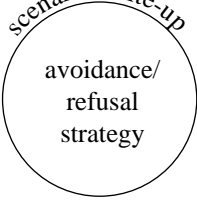
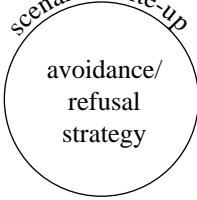
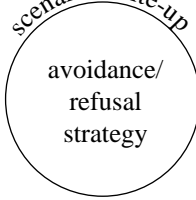
Have students create a scenario for each of the four outcomes for conflict resolution. Each scenario must address the following factors:

- 1. How does the situation occur?
- 2. What strategies are being used?
- 3. What behaviours would lead to each situation?
- 4. How could each outcome be positive or negative?

Suggested Criterion:

Look for

- the student’s ability to address all four factors

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.7.B.4 Describe appropriate use (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.</p>	<p>◆ Brainstorming</p> <p>Have students list avoidance/refusal strategies and discuss how to use each appropriately.</p> <p>Sample Situation:</p> <p>Your friends are going to the mall after school. They plan to shoplift some compact discs. You do not want to be a part of this. You could decide that you have to do something at home, or try to change the activity.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Three Rings</p> <p>Have students develop three scenarios in which they would use avoidance/refusal skills to deal with potentially dangerous situations and/or stressful social situations (e.g., at home, at school, with friends). Ask them to write each scenario on the outer ring of a circle and write the avoidance or refusal strategy in the centre of the circle.</p> <p>Sample Scenario:</p> <p>Jose has been invited to go to a party where underage students will be drinking alcohol and parents will not be present.</p>
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>scenario write-up</p>  <p>avoidance/ refusal strategy</p> </div> <div style="text-align: center;"> <p>scenario write-up</p>  <p>avoidance/ refusal strategy</p> </div> <div style="text-align: center;"> <p>scenario write-up</p>  <p>avoidance/ refusal strategy</p> </div> </div>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Examples of Avoidance/Refusal Strategies:

- Make up an excuse to leave.
- Walk away.
- Ignore the situation.
- State an opinion assertively.
- Say “no.”

◆ **Questioning/Interview: Three Rings**

Teacher Assessment: Checklist

Interview students in small groups and ask them how to use a specific avoidance/refusal strategy appropriately.

Suggested Criterion:

Observe whether students are able to discuss how to use avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful situations.

- Yes
- No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ S.4.6.A.1 ➔ S.4.7.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) to enhance health and well-being.</p> <div data-bbox="115 604 550 926" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. MA: Statistics and Probability PE/HE: GLO 2—Fitness Management (K.2.7.A.1a, K.2.7.C.2, S.2.7.A.3a, S.2.7.A.3b) GLO 4—Personal and Social Management (K.4.6.A.2a)</p> </div>	<p>◆ Goals in the Net</p> <p>When students achieve a goal, have them submit a short write-up about the goal on an index card. Have them record the goals they achieved, indicate how long it took to achieve them, and comment on how goal achievement has enhanced their health and well-being. Post a large net on a bulletin board and have students staple their goals onto the net to signify goals they have accomplished.</p> <p>◆ Personal Planner</p> <p>Have students assess and revise their personal health and academic goals throughout the school year. For more information, see activities suggested for learning outcome K.4.6.A.2a. Ask students to keep an agenda book or personal planner and record all their long-term and short-term goals. Set aside some time at the beginning of each week to give students the opportunity to set new goals and revise ongoing goals.</p> <p>◆ What Are You Doing?</p> <p>Have students assess and revise goals as to how long they will be physically active outside the regular school day for the enhancement of personal health and well-being.</p>
<p>☐ S.4.7.A.2 Develop criteria (e.g., cost, values, expectations, long-term benefits...) and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different case scenarios (e.g., choosing to smoke, gamble, consume alcohol...).</p> <div data-bbox="115 1539 550 1711" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> </div>	<p>◆ Pros and Cons</p> <p>Have students list and prioritize the pros and cons for making certain lifestyle choices (e.g., choosing whether or not to smoke, gamble, be dishonest, consume alcohol, take illegal drugs).</p> <p>Have students use the following questions to help them determine the pros and cons:</p> <ul style="list-style-type: none"> • What information do I need to know? • What do I value? • What do people expect from me? • What do I expect from myself? • What is the cost to my personal health? • How will I benefit? • How will I lose? • What is the financial cost? <p>Once students have determined the pros and cons, have them list the pros and cons in order of priority to help them weigh the factors in order of personal importance for making their decisions.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Have students graph their results using appropriate mathematics skills.

Students should indicate whether or not they reached their goal(s) and identify the factors that contributed to the outcome.

Many schools have agenda books made to meet the needs of their students. Design a section dealing specifically with goal setting and physical activity participation logs.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

At the end of each term, have students reflect on their health-related fitness component achievements and set new goals for the next term.

◆ **Journal/Learning Log: Goals in the Net**

Teacher Assessment: Checklist

Have students

- list three goals that would enhance their health and well-being (e.g., run one kilometre without walking)
- discuss three ways that the goals could be revised to make them easier or more difficult to achieve (e.g., run one kilometre with occasional walks)
- discuss three ways in which the goals could be assessed (e.g., give yourself a check mark when a goal is completed)

Remind students to include both personal health and academic goals.

Suggested Criteria:

The student was able to

- set goals
- revise goals
- assess goals

For a decision-making model, refer to page 112 of the Framework.



See also BLM 8–5:
DECIDE Model.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

◆ **Observation: Pros and Cons**

Teacher Assessment: Inventory

Observe students' ability to weigh the pros and cons for making healthy lifestyle choices.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

S.4.7.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) **for dealing with new activities, situations, and/or changes in class activities.**

Curricular Connections

ELA:

GLO 3—Manage ideas and information.
GLO 5—Celebrate and build community.

PE/HE:

GLO 4—Personal and Social Management (K.4.7.B.1a)

SC:

Cluster 3—Forces and Structures

◆ **Walk the Talk**

During physical activities or sports and classroom group activities, observe students demonstrating certain interpersonal skills such as listening attentively, summarizing information, clarifying feelings, abstaining from put-downs, communicating effectively, cooperating/collaborating, being respectful, being responsible, being encouraging, playing fairly, being inclusive, showing non-aggressive behaviour, and resisting negative influence. Put students’ names on the chalkboard and, at the end of the class, discuss what was observed. Focus on a different group of students each day.

◆ **Learning Outcome Connection: Striving for Your Personal Best**

Have students assess the behaviour checklists they developed in relation to learning outcome K.4.7.B.1a. Ask each student to highlight one behaviour that he or she will strive to demonstrate in the next week. Working in pairs, students then share the behaviours they are going to work on and provide each other with peer coaching and assessment. At the end of a set period of time, partners complete a progress report on each other.

◆ **Tower Building**

Have students form groups and give each group eight or more pieces of equipment (e.g., boxes, recyclable containers, beanbags, milk cartons). Their task is to use all pieces of equipment to build the tallest tower.

S.4.7.A.4 Apply conflict-resolution strategies (e.g., role-play responses to conflict situations, participate in peer mediation...) **to different scenarios** (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer-group influence...).

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.
GLO 5—Celebrate and build community.

◆ **Mock Mediation**

Have students develop potential conflict scenarios. Throughout the year, have groups participate in mock mediations to reinforce the appropriate conflict-resolution skills for different scenarios. Have other groups observe the mediations and list of strengths and limitations to assess students’ skills. When actual conflict arises, students will then be able to recall the skills that have been reinforced, rehearsed, and practised all year.



TEACHER NOTES

For more team-building activities, see *Team Building through Physical Challenges* (Glover and Midura) and *More Team Building Challenges* (Midura and Glover).

Before completing the Self-Assessment of Interpersonal Skills chart (see suggestion for assessment), have students define the behaviours that reflect each of the skills listed. For example, the behaviours that demonstrate listening attentively include refraining from talking while the speaker is talking, looking at the speaker, taking notes, and so on.



For physical education-related activities, use BLM G–16: PE Self-Assessment of Interpersonal Skills.

For the Tower Building activity, have students create their own challenge for the class to solve.



For resources (e.g., books, videos, websites) on conflict resolution, see *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available at the Instructional Resources Unit (Library), Manitoba Education and Youth website: <<http://libinfo.merlin.mb.ca/publications>>.

SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Walk the Talk**

Self-Assessment: Checklist/Anecdotal Notes

Throughout the year, during group activities or projects, have students self-assess their interpersonal skills, using the following chart.

Self-Assessment of Interpersonal Skills			
Name _____		Date _____	
Activity _____			
Assess your interpersonal skills by answering the following questions. If you answer “yes,” give an example of how you did it. If you answer “no,” describe what you could do to improve the skill.			
Skill	Yes	No	Comments
In this group activity/project, did I...			
1. listen attentively?			
2. summarize information?			
3. clarify feelings?			
4. abstain from put-downs?			
5. encourage others?			
6. cooperate/collaborate?			
7. include others?			
8. show non-aggressive behaviour?			
9. resist negative influences?			
10. communicate effectively?			

◆ **Observation: Mock Mediation**

Teacher Assessment: Rating Scale

While students participate in mock mediations or in actual conflict situations, look for evidence of the use of conflict-resolution strategies and mediation skills.

Rating Scale				
	4 Always	3 Frequently	2 Sometimes	1 Rarely
The student				
• is able to apply conflict-resolution strategies and mediation skills				



Personal and Social Management Outcomes: Grade 7



Knowledge

- K.4.7.A.1 Compare attitudes and behaviours** (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) **that contribute to a sense of belonging.**
- K.4.7.A.2a Identify the obstacles** (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) **that may influence achievement of and making revisions to personal goals and strategies** (e.g., decision-making/problem-solving process...).
- K.4.7.A.2b Describe the mental skills** (i.e., goal setting, focusing, stress management, visualization, positive thinking) **necessary to enhance performance, readiness, and satisfaction.**
- K.4.7.A.3 Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions** (e.g., prevents impulsive and/or negative decisions, contributes to long-term health...).
- K.4.7.B.1a Identify socially acceptable behaviours** (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) **for dealing with new situations and/or change** (e.g., participating in new activities, choosing friends...).
- K.4.7.B.1b Describe conduct** (e.g., personal, group, team...) **and ethical behaviours appropriate for engaging in physical activity and/or social events.**
- K.4.7.B.2a Identify the characteristics** (e.g., compliance/conflict, confidence level, tone of voice, eye contact, body language...) **associated with each of the communication styles** (e.g., passive, aggressive, assertive...) **and leadership qualities** (e.g., enthusiasm, presentation skills, reliability, organization...).
- K.4.7.B.2b Identify areas within the school** (e.g., staff, school teams, clubs...) **and community** (e.g., community projects...) **that offer opportunities to make new friends and belong to a group** (e.g., staff, school teams, clubs...).
- K.4.7.B.3a Identify anger-management skills** (e.g., use self-statements, participate in physical activities, write letters to express feelings...) **as alternatives to aggression and violence.**

Knowledge (continued)

- K.4.7.B.3b Describe how conflict situations** (i.e., change, new situations, negative group influences, dishonesty) **affect personal behaviour and development** (e.g., adapting to new surroundings or routines, making new friends, coping with change, being assertive...).
- K.4.7.B.3c Review strategies** (e.g., mediation, conflict resolution...) **, possible outcomes** (i.e., win/win, win/lose, lose/win, lose/lose), **and behaviours** (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building...) **for conflict resolution among friends and/or peers.**
- K.4.7.B.4 Describe appropriate use** (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) **of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.**

Skills

- S.4.6.A.1** ➔ **S.4.7.A.1 Assess and revise personal health and academic goals** (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal...) **to enhance health and well-being.**
- S.4.7.A.2 Develop criteria** (e.g., cost, values, expectations, long-term benefits...) **and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different case scenarios** (e.g., choosing to smoke, gamble, consume alcohol...).
- S.4.7.A.3 Demonstrate functional use of interpersonal skills** (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) **for dealing with new activities, situations, and/or changes in class activities.**
- S.4.7.A.4 Apply conflict-resolution strategies** (e.g., role-play responses to conflict situations, participate in peer mediation...) **to different scenarios** (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer-group influence...).

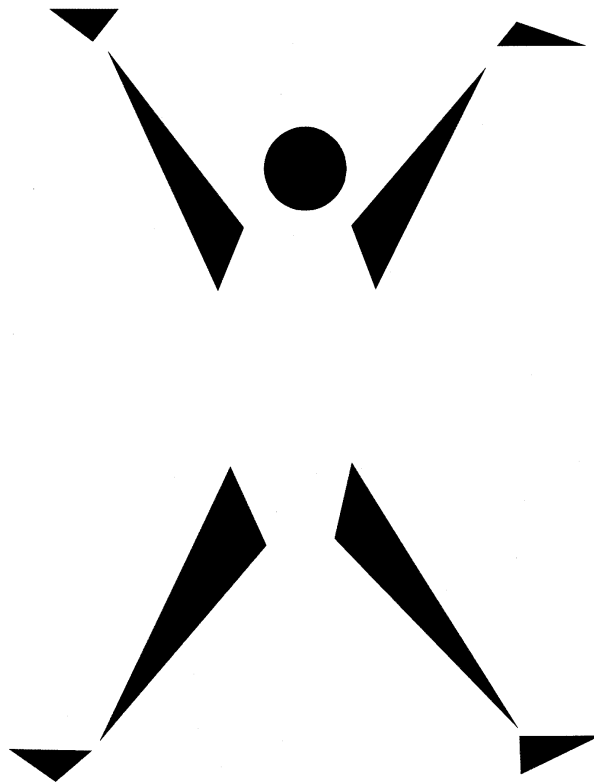
Attitude Indicators

- 4.1 Show a positive attitude toward learning, growth, and personal health.
- 4.2 Be sensitive to the needs and abilities of others.
- 4.3 Demonstrate personal responsibility in daily work and play.
- 4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.
- 4.5 Show a positive attitude toward change.
- 4.6 Enjoy participation and learning.

Grade 7

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.7.D.1 Differentiate between the use and abuse (i.e., prescribed/unprescribed drugs; own medication/someone else’s medication; correct/incorrect dosage, addiction) **of medicinal and non-medicinal substances** (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...).

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

SUGGESTIONS FOR INSTRUCTION

◆ **Crossing the Line**

Discuss some of the differences between the use and abuse of medicinal and non-medicinal substances. Draw a line on a board or on chart paper and label one side “Use” and the other side “Abuse.” Ask students to give examples to differentiate between the two terms.

Use	Abuse
<ul style="list-style-type: none"> • taking prescribed drugs • taking own medicine • using correct dosage 	<ul style="list-style-type: none"> • taking unprescribed drugs • taking someone else’s medicine • using incorrect dosage • inhaling solvents • mixing over-the-counter drugs • becoming addicted

List various consequences of crossing the line from using to abusing substances.

◆ **Guest Speaker**

If appropriate, invite experts (e.g., pharmacists, people from addiction agencies, police officers) who have knowledge of specific effects of drug abuse to speak to the class. To encourage active listening, students can complete the LAPS Frame (see *Success for All Learners* 6.54).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The learning activities suggested for GLO 5—Healthy Lifestyle Practices include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

Take pictures of different substances using a digital camera and use the pictures to stimulate discussion on the use and abuse of substances.

See information included in *Manitoba Addictions Awareness Week: Resource Kit*, produced annually by the Manitoba Addictions Awareness Week Committee (Telephone: 204-944-6281).

For addictions information, see the following websites:

- The Addictions Foundation of Manitoba:
<<http://www.afm.mb.ca/>>
- Health Canada:
<<http://www.hc-sc.gc.ca/>>
- Substance Abuse Network of Ontario:
<<http://sano.camh.net/>>

♦ **Paper and Pencil Task: Crossing the Line**



Teacher Assessment: Checklist

Have students write examples of the use and the abuse of selected medicinal and non-medicinal substances.

Suggested Criterion:

The student is able to differentiate between the use and abuse of medicinal and non-medicinal substances.

- Yes
 No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).</p>	<p>◆ Consequence Circle</p> <p>Have students list consequences of taking harmful and beneficial drugs or other substances. Use the diagram provided to list the various consequences and implications in the six different categories represented.</p> 
<p>Curricular Connections</p> <p>ELA:</p> <p>GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.</p> <p>GLO 3—Manage ideas and information.</p> <p>GLO 4—Enhance the clarity and artistry of communication.</p>	 <p>Refer to BLM 7–8: Consequence Circle.</p>
	<p>◆ Consequence Experts</p> <p>Have groups of students research one of the substances specified in the learning outcome (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs). Using the Jigsaw learning strategy (see <i>Success for All Learners</i> 5.9), ask each person to share information with another group of students. Alternatively, each group could contribute one PowerPoint slide to create a class presentation relating to the consequence of substances.</p> <p>◆ Carousel Brainstorming</p> <p>Arrange around the gym or classroom six flip-chart sheets, each representing one of the six variables identified in the learning outcome (e.g., fair play). Divide the class so that an equal number of students are stationed at each chart. Have students brainstorm, in their small groups, the effect (positive or negative) of taking the selected substance in relation to the identified variables. After a set period of time (one to two minutes), have students move in a clockwise direction to the next variable. Students then read what the previous group wrote and add their own ideas. Repeat the process until everyone has had a turn at responding to each variable. Follow up with a discussion on all ideas listed. Reinforce the importance of making healthy decisions by using current and accurate information as well as looking at variables from various perspectives.</p> <p>Variation: Post sheets on the gym walls. Use as a warm-up activity in which students brainstorm for one to two minutes and then run for one to two minutes (interval training).</p>

**TEACHER NOTES**

For information on drug education, consult *Virtual Party: Get Ready to Get Real about Alcohol*:
<<http://www.virtual-party.org>>.

For a list of resources (books, videos, and websites), see *Substance Abuse Prevention: A Bibliography, May 2002*, available at the Instructional Resources Unit (Library), Manitoba Education and Youth website:
<<http://libinfo.merlin.mb.ca/publications>>.

**SUGGESTIONS FOR ASSESSMENT****◆ Interview: All Activities**

Teacher Assessment: Inventory

Have students explain different consequences, related to different variables, of taking harmful and beneficial drugs and other substances.

Suggested Criteria:

Observe whether students are able to explain the **positive** and **negative** consequences of selected substances related to the following variables:

- fair play
- legal implications
- performance
- medical implications
- safety
- financial implications

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) **that may influence avoidance and/or use of substances** (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Media Watch**

Provide the class with magazines or television advertisements that influence or encourage avoidance and/or use of substances. Ask students to write down the positive and negative influences that they observe. Have them create an advertisement to influence peers positively.

◆ **Two Sides to the Story**

Have students fold a piece of paper in half. On one side, they list or draw positive social factors that may influence avoidance and/or use of substances. On the other side, they list the negative social factors. In pairs, have students discuss ways to deal with some of the negative influences (e.g., be assertive, avoid people who try pressuring you, refuse to use).

Two Sides to the Story		
List or draw the positive and negative social factors that may influence avoidance and/or use of substances.		
Social Factors	Positive	Negative
• Peers		
• Media		
• Social Trends		
• Family		
• Internet		
• Other		

◆ **Helping Friends**

Have students list ways in which friends can help each other avoid substances. Write all the suggestions on self-adhesive notes and put them on a bulletin board for display, or put suggestions in a jar and have groups pick one suggestion and act it out.

◆ **News Flash**

Use stories, cartoons, and videos that provide an example of a person(s) being influenced to use or avoid substances. Ask students to write a newspaper headline and report emphasizing the key message.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

◆ Journal/Learning Log: Media Watch

Teacher Assessment: Anecdotal Notes

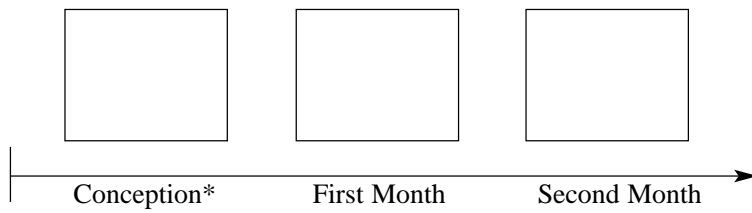
Ask students to keep a journal discussing their personal reactions to the various social factors discussed in class.

Suggested Criterion:

Look for

- evidence that the student can identify positive and negative social factors that may influence avoidance and/or use of substances



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.7.E.1a Describe the human reproductive systems as they relate to fertilization and fetal development (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...).</p>	<p>◆ The Progression of Life</p> <p>Divide the class into four equal groups. Assign each group a period in the human reproductive process (e.g., fertilization, first trimester, second trimester, third trimester). Have each group prepare a presentation to show what happens during a particular stage of development, using diagrams, models, or drawings to support the research.</p> <p>Variation: Each group could prepare and contribute PowerPoint slides for a whole-class presentation.</p>
<p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>	<p>◆ Life Lines and Developmental Diagrams</p> <p>Have students create a life line representing the human reproductive process from fertilization to birth. Ask them to write what occurs at each stage below the life line and draw a diagram to represent the stage of development above the line.</p> <p>Example:</p>
	 <p>* Union of egg cell (ovum) and sperm.</p> <p>◆ View and Review</p> <p>Have students view a film or video that explains the fertilization process and fetal development. Have them cut up pieces of paper to signify the size of the fetus at each stage. To encourage active listening, students could complete the LAPS Frame (see <i>Success for All Learners</i> 6.54 and 6.108).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The learning activities suggested for GLO 5—Healthy Lifestyle Practices include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.



Refer to BLM G–10 (a-d): Reproductive System Diagrams.

Decisions regarding the use of the Reproductive System Diagrams are to be made at the local school/division/district level.

Contact public health nurses or prenatal instructors for kits that include models of each trimester of development.

Supply pictures of the stages of gestation from conception to 40 weeks.

For lesson plans and additional information, see the following website, maintained by The Society of Obstetricians and Gynaecologists of Canada:

<<http://www.sexualityandu.ca>>.

For other topic-related resources (films, videos, and kits) consult the Instructional Resources Unit (Library), Manitoba Education and Youth website:

<<http://libinfo.merlin.mb.ca>>.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.



◆ **Performance Task: The Progression of Life**

Group Assessment: Scoring Rubric

Assess the group presentations using the following scoring rubric.

Scoring Rubric	
Scale	The group
3	<ul style="list-style-type: none"> thoroughly described the selected stage of development thoroughly researched the topic and provided accurate information used diagrams, models, or drawings to enhance the presentation
2	<ul style="list-style-type: none"> adequately described the selected stage of development satisfactorily researched the topic used some models, diagrams, or drawings to enhance the presentation
1	<ul style="list-style-type: none"> inadequately described the selected stage of development provided insufficient research and inaccurate information used drawings, models, or diagrams that did not enhance the presentation

Note: The rubric could also be designed to assess English language arts learning outcomes.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...).

Curricular Connections

ELA:

- GLO 1—Explore thoughts, ideas, feelings, and experiences.
- GLO 3—Manage ideas and information.

◆ **What Have You Heard?**

Discuss the various myths related to fertilization. Ask all students to write down on a slip of paper something they have heard related to fertilization, and indicate whether they believe it is true or false. Put all the slips into a box. Randomly pull out the slips, one at a time, read each statement, and ask students to hold up a True or False card. Discuss the various answers. Put the facts on one chart and the myths on another.

◆ **Word Find**

Give students a list of words and a separate list of definitions related to human reproduction. Have them work in pairs to match each word with a definition.

K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...).

Curricular Connections

ELA:

- GLO 3—Manage ideas and information.
- GLO 4—Enhance the clarity and artistry of communication.
- GLO 5—Celebrate and build community.

◆ **Endocrine System Research**

Have students find their pituitary gland and point to it (most students will not know where it is). Ask students to touch the base of their scalp at the back of the neck. Explain that this is the pituitary gland that triggers the release of hormones (progesterone or estrogen) which, in turn, trigger growth and development (puberty). Have students research the endocrine system and prepare a mini-presentation on how it regulates the body changes associated with puberty.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Reviewing all the statements prior to the class activity enables teachers to prepare information on related topics, as opposed to being put on the spot. Discard inappropriate responses.

For definitions of terms related to human sexuality, see Appendix I: Glossary.

Sample questions from a Grade 7 question box:

- Can a girl get pregnant if she has sex when she has her period?
- How do you know you are ready to have sex?
- What is a wet dream?
- What happens if you still haven't gone through puberty and all your friends have?
- Can you get pregnant the first time you have sex?
- What does an orgasm feel like?
- How do you get an STI?
- Can you get pregnant if you have sex standing up?
- What is oral sex?

◆ **Questioning/Interview: All Activities**

Teacher Assessment: Inventory

Assess whether students are able to explain the process of human reproduction and recognize myths related to fertilization.

Suggested Criteria:

Students are able to

- recognize myths related to fertilization
- explain the process of human reproduction

Parts of the endocrine system associated with puberty include the pituitary gland, ovaries, and testes.

Reinforce that body changes occur at different times and to varying degrees during puberty.

For topic-related resources, consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available from the Instructional Resources Unit (Library), Manitoba Education and Youth website: <http://libinfo.merlin.mb.ca/publications>.



◆ **Journal/Learning Log: Endocrine System Research**

Teacher Assessment: Checklist

Ask students to describe the role of the endocrine system.

Suggested Criterion:

Observe whether the student is able to describe how the endocrine system regulates the body changes associated with puberty.

- Yes
- No

Note: The mini-presentation can be assessed by using teacher- or student-generated rubrics that incorporate English language arts learning outcomes.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.7.E.2a Identify the emotional changes at puberty (e.g., fluctuation of moods and energy, sexual attraction...) **and their effect on personal well-being** (e.g., fatigue, shyness, lower or greater self-confidence...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 4—Enhance the clarity and artistry of communication.

PE/HE:

GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.A.2b, K.4.7.B.1a)

SUGGESTIONS FOR INSTRUCTION

◆ **Puberty Profile**

As a class, discuss the question “What is puberty?” Write students’ ideas on a T-Chart. List emotional changes associated with puberty (e.g., fluctuation of moods and energy, sexual attraction) and indicate how these changes affect personal well-being (e.g., fatigue, shyness, lower or greater self-confidence). Have students list ways in which they can deal with emotional changes (e.g., exercise, healthy diet, anger-management techniques).

Example:

Changes	Effects
<ul style="list-style-type: none"> sexual attraction increase in confidence 	<ul style="list-style-type: none"> shyness taking more risks

◆ **Mood Swings**

Discuss social-emotional changes associated with puberty. Have students create a picture to represent the emotional changes that occur during puberty (e.g., a rollercoaster, abstract shapes, a heart). Ask for volunteers to share their art and explain why they chose the picture to represent the emotional changes.

☐ K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

PE/HE:

GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.A.2, K.4.7.B.4)

◆ **Mood Busters**

Have students brainstorm for ways to cope positively with daily moods and emotions associated with puberty. Have students pick one activity they will do each day for one week. After one week, have students comment on how the activity affected their mood.

◆ **Cartoon Craze**

Have students create or collect cartoons related to the moods and emotions associated with puberty. Help students to understand that these changes and moods are normal and that the use of humour is one way of coping with them.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Many social-emotional changes occur in both males and females throughout puberty. This can be a time of great stress and insecurity for adolescents because they experience so many bodily changes. Moods often shift quickly and unpredictably. At times, students will shift from mature behaviour to childish behaviour. Relationships with parents are also often strained as adolescents assert their independence. Encourage students to talk to trusted adults or friends about what they are experiencing. Keeping a journal is also a useful means of self-expression.

◆ **Journal/Learning Log: Puberty Profile**

Teacher Assessment: Anecdotal Notes

Observe whether students are able to list emotional changes that occur during puberty and explain how each affects personal well-being.

Suggested Criteria:

Look for identification and explanation of examples such as

- sexual attraction
- mood swings
- insecurities
- need for acceptance from others
- pressure to conform with peers
- conflicts with family members
- need to make more personal decisions
- other

Ensure that students show respect for and understanding of anyone who may be sensitive to the changes associated with puberty.

◆ **Journal/Learning Log: Mood Busters**

Self-Assessment: Checklist

Ask students to complete the following sentence starters:

- One activity I attempted was...
- The results of this activity were...

Suggested Criterion:

Have students assess whether they are able to identify at least five positive ways to cope with moods and emotions associated with puberty.

- Yes
- No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.5.7.E.3a Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).</p> <div data-bbox="110 743 550 930" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Why Wait?</p> <p>Have students list reasons to abstain from sexual intercourse. Use the Think-Pair-Share strategy to discuss the responses (see <i>Success for All Learners</i> 6.13).</p> <p>◆ Brainstorming Alternatives</p> <p>Organize students into three groups to discuss questions related to sexual choices. Have each group select a chairperson, a recorder, an observer, a mediator, and a timer. Each group will spend a set period of time (e.g., 15 minutes) discussing each question. Have each chairperson report back to the rest of the class. Continue large-group discussion focusing on the importance of sexual abstinence as a responsible decision.</p> <p>Examples of Questions:</p> <ul style="list-style-type: none"> • Why do some older adolescents have sex? • Why do some adolescents not have sex? • What are some enjoyable and safe activities other than sex that adolescents can do?
<p>☐ K.5.7.E.3b Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewellery; cultural rituals; gender equity; harassment, nudity; violence against women...) on sexuality and gender roles.</p> <div data-bbox="110 1352 550 1696" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community The Land: Places and People Historical Connections</p> </div>	<p>◆ Media Observation</p> <p>Provide students with pictures or have students collect pictures from magazines or commercials related to social influences (e.g., styles related to dress, hair, make-up, and jewellery, cultural rituals, gender equity, harassment, violence). Identify and discuss the effects of these social influences on sexuality and gender roles.</p> <p>◆ Video Observations</p> <p>Have students watch several music videos at home and write down observations related to sexuality and gender roles that are portrayed in the videos. Discuss the roles of males and females and the use of sexuality to convey a message.</p> <p>◆ Impressions</p> <p>Show pictures to students and have them use a T-Chart to write down what messages are conveyed by each picture in terms of what it “looks like” and what it “feels like” (the effect it has).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Abstinence—refraining from any sexual activity that could lead to AIDS, STIs, or pregnancy.
 Have students use the DECIDE model (refer to page 112 of the Framework) to explore a variety of sexual choices (e.g., deciding whether to abstain from or to engage in sexual activity).



Also see BLM 8–5: DECIDE Model.

◆ **Journal/Reflection: Why Wait?**

Teacher Assessment: Checklist

Have students reflect on the information discussed during class and respond privately in their journals.

Suggested Criterion:

Observe whether students are able to recognize the importance of sexual abstinence as a responsible decision.

- Yes
- No

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

In this activity, refrain from presenting a negative view of the media and from giving personal opinions to students. Allow students to develop their own conclusions.

Collect pictures related to social influences (e.g., as specified in the learning outcome), mount or laminate them, or scan them for a PowerPoint presentation.



◆ **Journal/Learning Log: All Activities**



Teacher Assessment: Checklist

Have students identify effects of social influences on sexuality and gender roles.

Suggested Criteria:

The student is able to identify effects of social influences related to

- fashion
- hair styles
- make-up
- accessories (jewellery)
- cultural values
- lifestyles
- sports
- gender roles
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.7.E.3c Identify responsibilities (e.g., respect, abstinence...) and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sex-related health issues.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. MA: Statistics and Probability</p> </div>	
	<p>◆ Be Prepared</p> <p>Make a class directory of sources of support for sex-related health issues. Have students select partners and assign a general category of support to each pair (e.g., helplines, doctors, counsellors, teen drop-in centres, private clinics, community health agencies, nurses, parents, elders, spiritual leaders, recommended books, suggested websites). Give each pair of students several index cards, with the following instructions:</p> <ul style="list-style-type: none"> • On one side of each card write the name of a community support and contact information. • On the back of the card describe the services offered. <p>Variation: Have students develop a directory of community supports that they may use at home. Encourage them to work with a parent or guardian to access the correct information.</p> <div style="text-align: center; margin: 20px 0;">  <p>Refer to BLM 7–9: Community Supports.</p> </div> <p>◆ Support Report</p> <p>Ask pairs of students to interview a community support person (or invite a support worker into the class). As a class, generate a list of general interview questions that everyone could use (e.g., What kind of education do you have? How many people use your service? What hours do you work?). Have students present the interview information to the class. Record the information or use graphs to represent the information/responses.</p> <div style="text-align: center; margin: 20px 0;">  <p>Refer to BLM 7–9: Community Supports.</p> </div>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

Keep the directory in a box (e.g., recipe container) and in a location that students can easily access.

For information on fetal alcohol syndrome, consult pages 143 to 175 of *Making the Right Choices: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum* (Thordarson and Braun). This resource is available from
 Frontier School Division
 Area 5 Office
 Norway House, MB ROB 1B0
 Telephone: 204-359-6711
 Fax: 204-359-6897

See also *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* (Manitoba Education, Training and Youth).



♦ Paper and Pencil Task: Be Prepared

Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess student work.

Scoring Rubric	
Scale	The students
3	<ul style="list-style-type: none"> clearly identified the contact information and provided a thorough description of the services
2	<ul style="list-style-type: none"> included some contact information and provided a brief description of the services
1	<ul style="list-style-type: none"> provided inadequate contact information and an incomplete description of the services

♦ Performance Task: Support Report

Peer Assessment: Anecdotal Notes

Have pairs of students assess the presentation of the presenting pair and provide anecdotal information and feedback, using sentence starters such as the following:

- What we really liked about the presentation...
- Some suggestions we have...
- One thing we learned from your presentation was...

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.7.E.4a Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), and methods of prevention of AIDS and HIV infection (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).</p>	<p>◆ Get the Facts First</p> <p>Have students visit a health clinic and arrange for a presentation on HIV/AIDS from a health care provider. If a clinic visit cannot be arranged, invite the health care provider to the class to speak to students. Ask students to keep a list of causes of HIV/AIDS and methods of prevention. Students could use a note-making strategy such as the Information Frame (see <i>Success for All Learners</i> 6.51).</p> <p>◆ HIV/AIDS Fact Sheet</p> <p>Have students work in groups to make their own fact sheet on HIV/AIDS, including information such as</p> <ul style="list-style-type: none"> • causes • transmission (how it spreads and how it is not spread) • examples of at-risk behaviours • prevention methods • testing methods • conditions related to AIDS <p>Categories can be predetermined by the class, by the teacher, or by the student groups at the beginning of the learning activity.</p> <p>◆ Chart It</p> <p>Provide or have students bring to class a variety of resources on HIV/AIDS (e.g., brochures, pamphlets, books, articles). Have groups of students fill in a chart of facts about HIV/AIDS, using the following headings:</p> <ul style="list-style-type: none"> • Symptoms • Transmission and Communicability • Treatments • Long-Term Complications <p>Have each group join another group to amalgamate the facts and then discuss all the information as a class to generate one common chart of information.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For related resources, contact

- Nine Circles Community Health Centre
Telephone: 204-940-6000
- Village Clinic
Telephone: 204-940-6000
- Sexuality Education Resource Centre
Telephone: 204-982-7800
- Klinik Community Health Centre
Telephone: 204-784-4090
- Canadian Public Health Association, Canadian AIDS/HIV Clearinghouse website: <<http://www.clearinghouse.cpha.ca>>

HIV is transmitted through

- unprotected sex with an infected person
- needle sharing (e.g., illegal drug use, ear piercing, tattooing)
- infected mother to fetus
- infected breast milk

Ear piercing and tattooing should be done only in certified establishments.



◆ **Paper and Pencil Task: Get the Facts First**

Teacher Assessment: Checklist

Have students write an Admit Slip with a question to ask the health care provider related to HIV/AIDS and an Exit Slip with a question or comment in response to the presentation. (For more information on Admit and Exit Slips, see *Success for All Learners* 6.60.)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.7.E.4b Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...), their symptoms, and means of prevention (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Get the Facts First**

Have students visit a health clinic and arrange for a presentation on sexually transmitted infections (STIs) from a health care provider. If a clinic visit cannot be arranged, invite the health care provider to the class to speak to students. Ask students to keep a list of symptoms of STIs and ways to prevent STIs. Use an Information Frame format (see *Success for All Learners* 6.51).

Common STIs:

- AIDS
- chlamydia
- genital herpes
- genital warts
- gonorrhoea
- hepatitis B
- hepatitis C
- pubic lice
- syphilis
- vaginitis

◆ **Chart It**

Provide or have students bring to class a variety of resources on STIs (e.g., brochures, pamphlets, books, articles). In groups of four, have students fill in a chart of facts about STIs, including the following headings:

- Name of Infection
- Symptoms
- Transmission and Communicability
- Treatments
- Long-Term Complications

Have each group join another group to amalgamate the facts and then discuss all the information as a class to generate one common chart of information.

◆ **Sexually Transmitted Infection Report**

Have groups of students research and display information on one of the STIs. Have each group prepare a five- to ten-minute presentation (report) to share information about symptoms, transmission, and prevention methods related to a specific STI.


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT

It is best to take students to the clinic so that they know where it is and they feel more comfortable accessing the services on their own if they should ever have the need.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

Symptoms of STIs:

The symptoms of STIs include the following (Evans, Wackett, and Turner 1):

- discharge from the penis
- different or heavier discharge from the vagina
- a burning feeling when urinating
- sores, particularly around the genital or anal areas
- itching feeling around sex organs or anus
- swollen glands in the groin

It is common for people with an STI not to notice any symptoms.

Transmission of STIs:

STIs are contracted through unprotected contact with body fluids. They can be spread in various ways (Evens, Wackett, and Turner 2):

1. Somebody who has one or more STIs may give it to someone else
 - if they touch in certain parts of the body and there is an exchange of body fluid (e.g., saliva, mucus, sperm, semen, vaginal secretions, blood)
 - if dry skin to skin contact between genitals, mouth, or anus occurs


◆ Reflection/Journal: All Activities

Teacher Assessment: Anecdotal Notes

Have students write a journal entry recording their thoughts and feelings about the issues explored in the class.

Suggested Criterion:

Look for

- evidence of the student's ability to recognize symptoms of STIs and methods of prevention

◆ Paper and Pencil Task: Get the Facts First

Teacher Assessment: Inventory

Have students write an Admit Slip with a question to ask the health care provider related to STIs and an Exit Slip with a question or comment dealing with the presentation. (For more information on Admit and Exit Slips, see *Success for All Learners* 6.60.)

TEACHER NOTES (continued)

2. Those who share injection drug needles, drug equipment, tattooing devices (including ink), and body piercing devices with someone who has certain STIs may get infected.
3. A mother who has certain STIs may infect her child during pregnancy, when the baby is being delivered, or while breastfeeding.

There are many different STIs and each one may be transmitted in unique ways.

Prevention of STIs:

Preventing STIs could mean the difference between life and death. Teens can reduce their chance of contracting STIs by postponing sexual involvement and, for those who choose to become sexually active, by using certain "safer sex" practices (e.g., use of condoms). Other behaviours such as reducing the number of lifetime sex partners and getting regular STI testing (if sexually active) are also protective.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

PE/HE:

GLO 4—Personal and Social Management (S.4.7.A.3, S.4.7.A.4)

☐ S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...).

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

◆ Real-Life Practice

Have groups of students develop a role-play, dramatic skit, or written script that demonstrates the use of decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse.

Suggested Role-Play Situations:

- A friend encourages you to use his or her medication when you are feeling extremely sick.
- Your locker partner has a bottle of alcohol in your locker.
- Your friends tell you that you could improve your performance on the team by 60% if you take a steroid that they assure you is safe.
- You are offered drugs at a party where you are the only person who is not high.
- Other

◆ Real-Life Practice

Have students work in groups of four to develop a role-play, dramatic skit, or written script that demonstrates the use of a decision-making/problem-solving process in case scenarios that focus on responsible sexual behaviours. If the class does not feel comfortable role-playing scenarios, lead a controlled class discussion instead.

Suggested Role-Play Situations:

- You are at a school dance and your partner is holding you too close.
- You are at the theatre and your partner places a hand on your thigh and you feel uncomfortable.
- Your partner wants to touch your private parts and you do not feel comfortable.
- Other

Also encourage students to make up their own role-plays.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Refer to the DECIDE model outlined on page 112 of the Framework.



See also BLM 8–5:
DECIDE Model.

The learning activities suggested for GLO 5—Healthy Lifestyle Practices include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

◆ **Observation: Real-Life Practice**

Teacher Assessment: Checklist

Observe students for proper use of decision-making/problem-solving strategies in their role-play, skit, or script.

Suggested Criterion:

The student is able to demonstrate the use of decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse.

- Yes
 No

Encourage families to talk to their children about safety, especially with respect to unwanted touching of private parts, sex-related Internet sites, and exploitive advertisements.

For further information on Internet safety, consult the Safety on the Internet website:
<<http://www.sass.ca/safe.htm>>.

For information on fetal alcohol syndrome, consult pages 143 to 175 of *Making the Right Choices: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum* (Thordarson and Braun), produced by Frontier School Division Area 5 Office
Norway House, MB ROB 1B0
Telephone: 204-359-6711
Fax: 204-359-6897

Also consult *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* (Manitoba Education, Training and Youth).



◆ **Observation: Real-Life Practice**

Teacher Assessment: Checklist

Observe students for proper use of decision-making/problem-solving strategies in their role-play, skit, or script.

Suggested Criterion:

The student is able to demonstrate the use of a decision-making/problem-solving process in case scenarios regarding responsible sexual behaviours.

- Yes
 No

TEACHER NOTES (continued)

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.



Healthy Lifestyle Practices Outcomes: Grade 7

Knowledge

- K.5.7.D.1 Differentiate between the use and abuse** (i.e., prescribed/unprescribed drugs; own medication/someone else’s medication; correct/incorrect dosage, addiction) **of medicinal and non-medicinal substances** (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...).
- K.5.7.D.2 Explain different consequences, related to different variables** (i.e., fair play, legalities, performance, medical, safety, and financial implications), **of taking harmful and beneficial drugs or other substances** (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).
- K.5.7.D.3 Identify the positive and negative social factors** (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) **that may influence avoidance and/or use of substances** (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).
- K.5.7.E.1a Describe the human reproductive systems as they relate to fertilization and fetal development** (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...).
- K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization** (e.g., can’t get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...).
- K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty** (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...).
- K.5.7.E.2a Identify the emotional changes at puberty and their effect on personal well-being** (e.g., fluctuation of moods and energy, sexual attraction...)
- K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty** (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...).

Knowledge (continued)

- K.5.7.E.3a Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female** (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).
- K.5.7.E.3b Identify the effects of social influences** (e.g., styles related to dress, hair, make-up, jewellery; cultural rituals; gender equity; harassment, nudity; violence against women...) **on sexuality and gender roles.**
- K.5.7.E.3c Identify responsibilities** (e.g., respect, abstinence...) **and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**
- K.5.7.E.4a Identify the causes, nature, methods of transmission** (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), **and methods of prevention of AIDS and HIV infection** (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).
- K.5.7.E.4b Identify the common STIs** (e.g., genital herpes, gonorrhoea, chlamydia...), **their symptoms, and means of prevention** (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).

Skills

- S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse** (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).
- S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours** (e.g., abstinence, pregnancy prevention, safer sex practices...).

Attitude Indicators

- 5.1 Appreciate and value the benefits of healthy lifestyle practices for a healthy body.
- 5.2 Appreciate the importance of making health-enhancing decisions in daily living.
- 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships.



Grade 7

Blackline Masters



-
- BLM 7-1a: Enigma Clue Cards for Invasion/Fielding/Striking Games
 - BLM 7-1b: Enigma Clues: Recording Sheet
 - BLM 7-2: Orienteering Relay Symbols
 - BLM 7-3: Muscle Mania
 - BLM 7-4: Fitness FITT Principle
 - BLM 7-5: Health-Related Fitness Components Questionnaire
 - BLM 7-6: Personal Fitness Record
 - BLM 7-7: Characteristics of Being a Good Sport
 - BLM 7-8: Consequence Circle
 - BLM 7-9: Community Supports

Enigma Clue Cards for Invasion/Fielding/Striking Games



Basketball	Soccer	Softball	Hockey
Dribble	Dribble	Pitch	Faceoff
Layup	Heading	Fielder	Goalie
Foul	Goal	Relay	Blue Line
Time Out	Striker	Forced Play	Goalie Crease
Offence	Corner Kick	Steal	Slap Shot
Defence	Pass	Pop Fly	Wrist Shot
Key	Free Kick	Grounder	Penalty



K.1.7.C.2
K.1.8.C.2

Enigma Clues: Recording Sheet



Name _____ Class _____ Date _____

Clues	Team 1	Team 2
1.	Clues:	Clues:
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.	Team 3	Team 4
12.	Clues:	Clues:
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

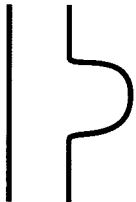


Orienteering Relay Symbols





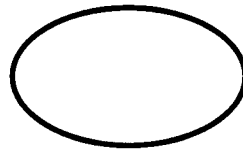
Orienteering Relay Symbols (Answer Key)



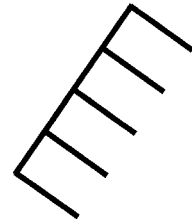
Spur



Road



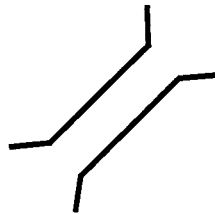
Hill



Fence



Depression



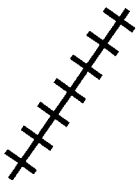
Bridge



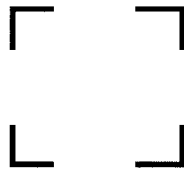
Building



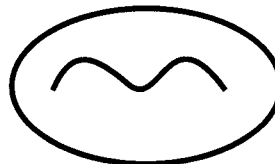
Boulder



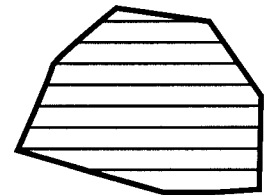
Railway



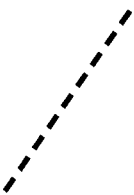
Ruin



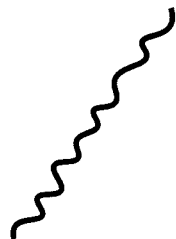
Lake



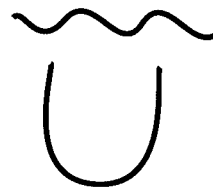
Marsh



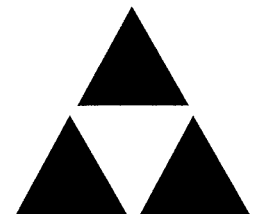
Trail



Stream



Pond



Rock Pile



K.2.7.C.1a
K.2.8.C.1a

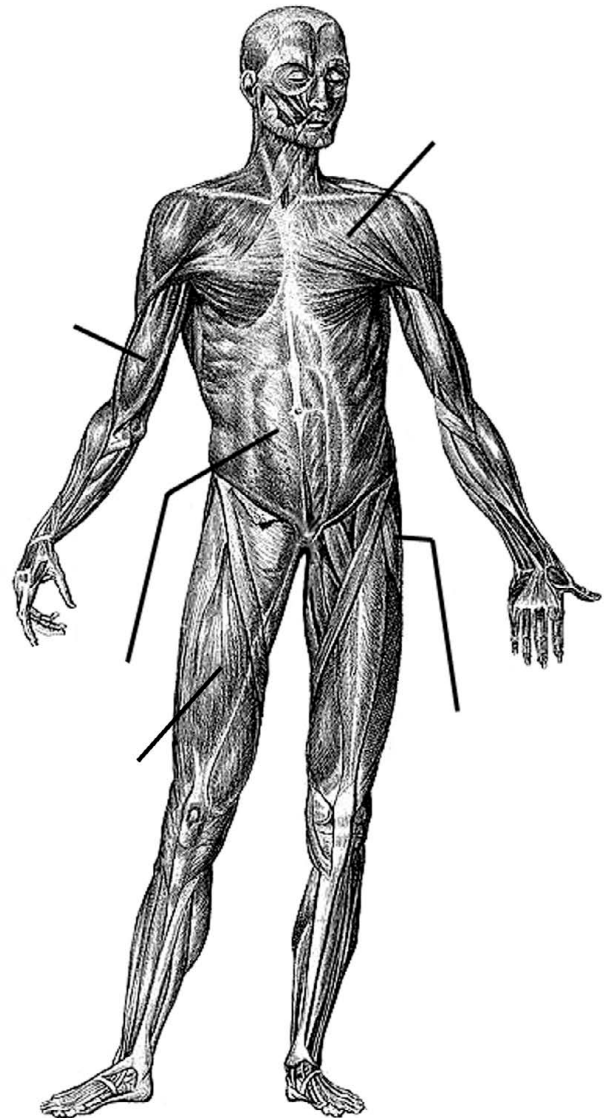
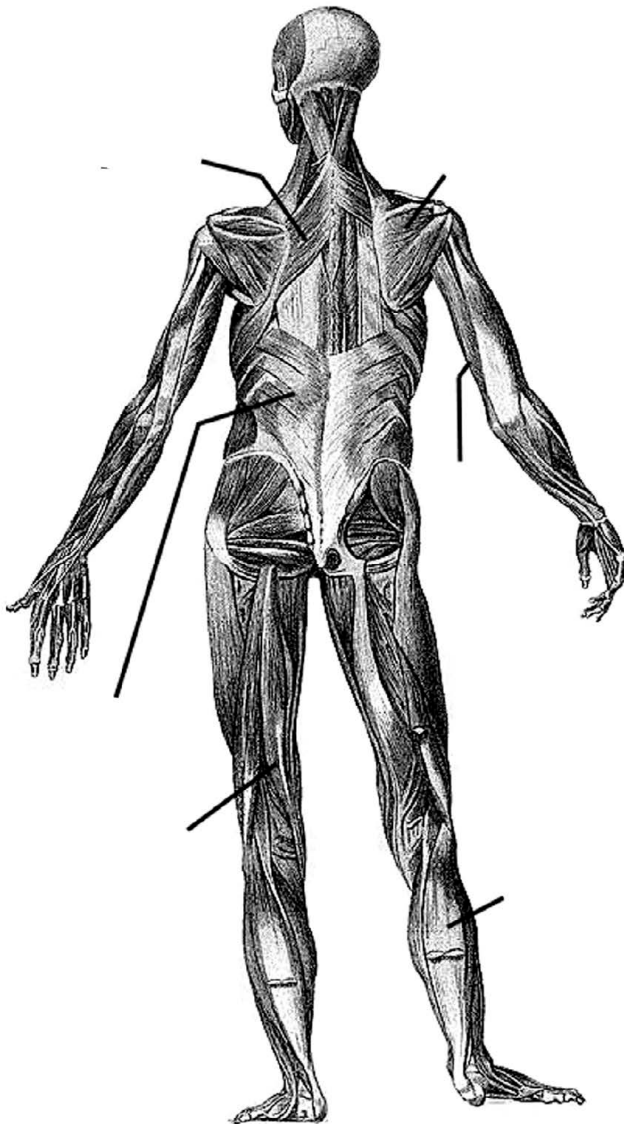
Muscle Mania



Page 1 of 2

Name _____ Class _____ Date _____

Label the muscles on the following diagrams.



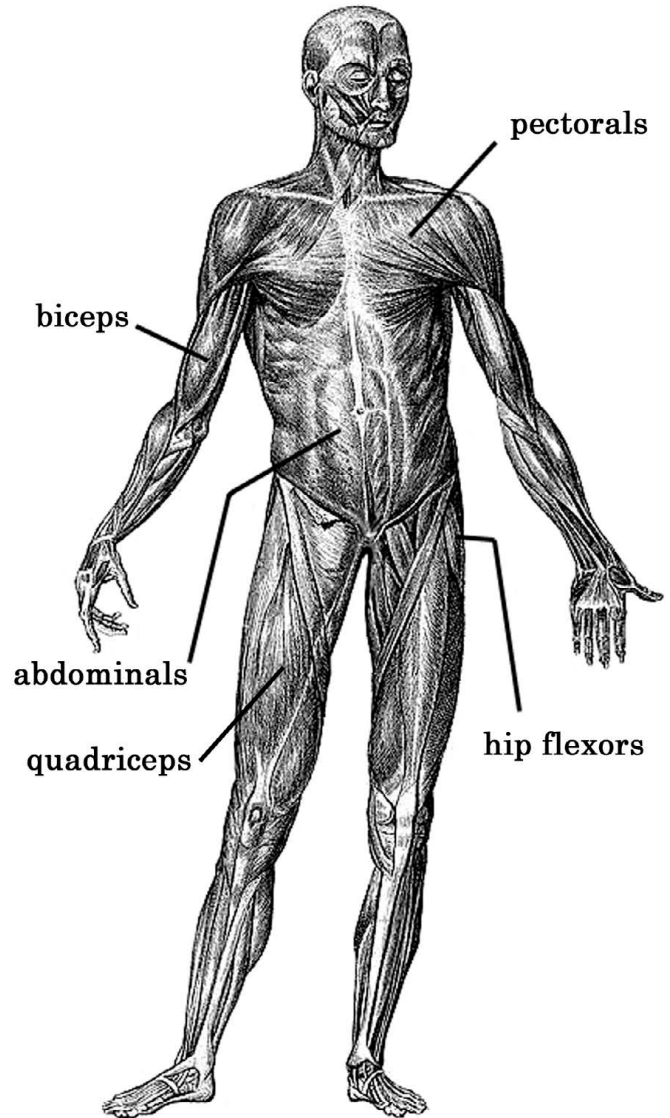
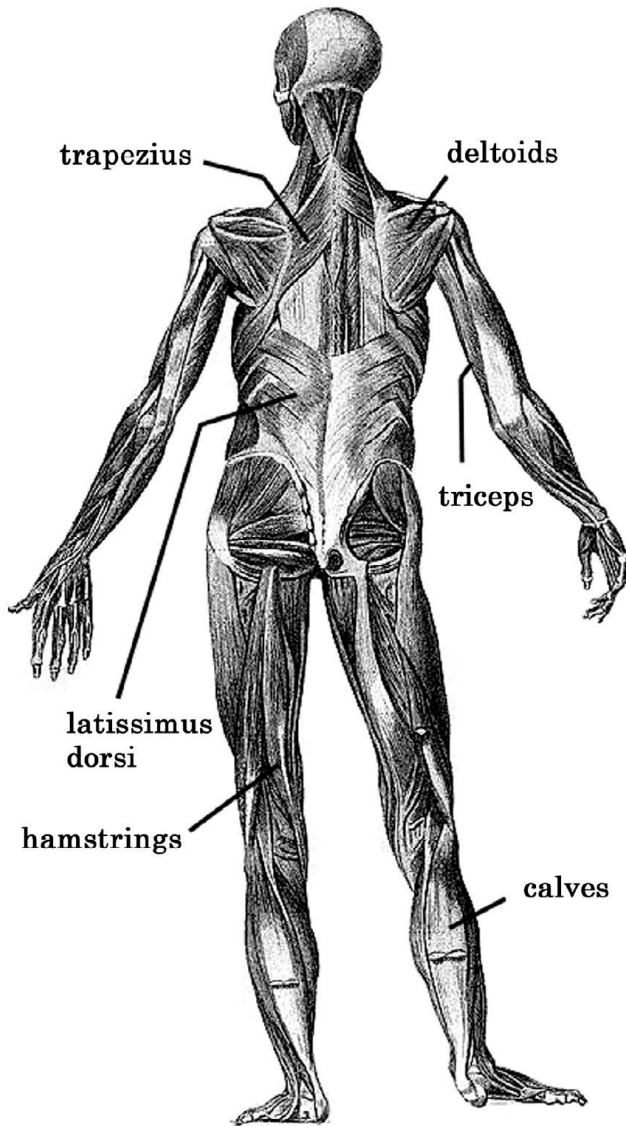
K.2.7.C.1a
K.2.8.C.1a

Muscle Mania (Labelled)



Page 2 of 2

Name _____ Class _____ Date _____



Fitness FITT Principle



Name _____ Class _____ Date _____

Part A: Match the following activities to the appropriate fitness component.

- | |
|--|
| <p>Fitness Components</p> <p>A. Muscular strength</p> <p>B. Cardiovascular endurance</p> <p>C. Muscular endurance</p> <p>D. Flexibility</p> |
|--|

- | | |
|--------------------------------|----------------------------|
| _____ 1. swimming | _____ 6. butterfly stretch |
| _____ 2. triceps dips | _____ 7. gymnastics |
| _____ 3. soccer | _____ 8. aerobics |
| _____ 4. diving | _____ 9. wrestling |
| _____ 5. lifting heavy objects | _____ 10. crunches |

Part B: Indicate whether each statement is True or False.

- _____ 1. There are four components in the FITT principle.
- _____ 2. To maintain your cardiovascular fitness, you need to stretch at least 20 minutes three times a week.
- _____ 3. Sit-ups help to develop cardiovascular endurance.
- _____ 4. To improve your muscular strength, you need to exercise every day.
- _____ 5. Talking to someone as you exercise is a great way to tell whether you are working too hard.
- _____ 6. Playing soccer three times a week for 25 minutes at a high intensity level is an action plan for cardiovascular endurance.

Part C: Identify what each letter of the FITT principle stands for and briefly describe it.

F	I	T	T

Part D: Choose one of the fitness components and set an appropriate action plan for it. Respond on the back of this page, using complete sentences.



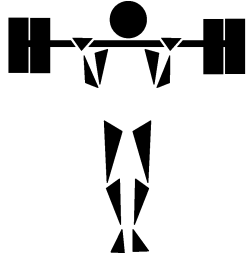


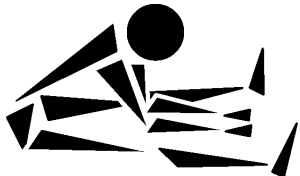
Health-Related Fitness Components Questionnaire



Name _____ Class _____ Date _____

Health-Related Fitness Components			
Muscular strength	Cardiovascular endurance	Muscular endurance	Flexibility

Complete each of the following definitions by inserting the applicable health-related fitness components in the spaces provided.

<p>1.</p> <p>_____</p> <p>is the amount of force exerted by the muscles in a single effort.</p>	
<div style="display: flex; align-items: center;">  <div style="flex: 1;"> <p>2.</p> <p>_____</p> <p>is the ability of the muscles to exert a force over a period of time without incurring fatigue.</p> </div> </div>	
<p>3.</p> <p>_____</p> <p>is the ability of the heart, blood vessels, and lungs to provide working muscles with oxygen over a prolonged activity.</p>	
<div style="display: flex; align-items: center;">  <div style="flex: 1;"> <p>4.</p> <p>_____</p> <p>is the range and ease of movement of a joint.</p> </div> </div>	



S.2.7.A.3a S.2.8.A.3b
 S.2.7.A.3b K.4.8.A.2a
 K.2.8.C.2 S.4.8.A.1
 S.2.8.A.1a S.5.8.A.2
 S.2.8.A.3a S.5.8.A.3

Personal Fitness Record



Name _____ Class _____ Date _____

Background Information: Use the following FITT principle and **general** guidelines when setting goals and developing action plans on the next page.

FITT Principle	Guidelines
Frequency: How many times a week should I work out?	<ul style="list-style-type: none"> Perform cardiovascular endurance workouts at least four to seven days a week. Perform muscular strength and endurance exercises two to four days a week. Perform flexibility exercises four to seven days a week.
Intensity: How hard should I train? <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Intensity Levels: Overall, train within intensity level 2 or 3, using these indicators:</p> <p>1 - Body slightly warm, heart rate slightly elevated.</p> <p>2 - Some perspiration, faster than normal breathing.</p> <p>3 - Maximum effort, heavy perspiration, and heavy breathing.</p> </div>	<ul style="list-style-type: none"> For developing cardiovascular endurance, stay within your target heart-rate zone for a minimum of 20 minutes. Determine target heart-rate zone* using the following formula: Lower limit: $220 - (\text{your age}) \times . \text{ ______ } (\text{lower percentage}) = \text{ ______ } \text{ divided by } 6 = \text{ ______ } \text{ beats per } 10 \text{ seconds.}$ Upper limit: $220 - (\text{your age}) \times . \text{ ______ } (\text{upper percentage}) = \text{ ______ } \text{ divided by } 6 = \text{ ______ } \text{ beats per } 10 \text{ seconds.}$ For developing muscular strength and endurance, perform exercises to moderate fatigue with proper technique. For developing flexibility, ensure stretches are controlled and sustained (no bouncing). <p>* To calculate a target heart-rate zone, select percentages that are appropriate to age and ability. A guideline for determining target heart-rate zone for vigorous activities is 70% (.70) to 85% (.85).</p>
Time: For how long will I need to work out?	<ul style="list-style-type: none"> For developing cardiovascular endurance, participate for 20 to 60 minutes to develop aerobic fitness. For developing muscular endurance and strength, perform two or three sets of eight to 12 repetitions. For developing flexibility, hold each stretch for 10 to 20 seconds and repeat three times. The best time to stretch is after a muscle is warm.
Type: What type of activities do I need to do to improve for each fitness component?	<ul style="list-style-type: none"> Cardiovascular endurance activities are large muscle group activities that make you breathe deeper, make your heart beat faster, and make you feel warm. Muscular strength and endurance activities such as lifting free weights and resistance training (using bands, tubing) build your muscles. Choose specific exercises for specific muscle groups. Flexibility activities include bending, stretching, and reaching activities that keep your joints moving. Choose stretching exercises that are specific to muscle groups.



S.2.7.A.3a S.2.8.A.3b
 S.2.7.A.3b K.4.8.A.2a
 K.2.8.C.2 S.4.8.A.1
 S.2.8.A.1a S.5.8.A.2
 S.2.8.A.3a S.5.8.A.3

Personal Fitness Record



Name _____ Class _____ Date _____

Action Planning: Record your personal data for each of the fitness components in the first Trial # column. Set a realistic goal and use the FITT principle and guidelines to help you develop a personal action plan for each fitness component. Complete the second trial after a set period of time and assess your progress.

1. Cardiovascular Endurance

Test/Task	Trial # _____	Goal	Trial # _____

Action Plan (apply the FITT principle and guidelines):

Frequency _____ Intensity _____

Time _____ Type _____

Assessment: Did you achieve your goal? Explain why you did or did not achieve your goal.

2. Muscular Strength and Endurance

Test/Task	Trial # _____	Goal	Trial # _____

Action Plan (apply the FITT principle and guidelines):

Frequency _____ Intensity _____

Time _____ Type _____

Assessment: Did you achieve your goal? Explain why you did or did not achieve your goal.

3. Flexibility

Test/Task	Trial # _____	Goal	Trial # _____

Action Plan (apply the FITT principle and guidelines):

Frequency _____ Intensity _____

Time _____ Type _____

Assessment: Did you achieve your goal? Explain why you did or did not achieve your goal.



Characteristics of Being a Good Sport



Name _____ Class _____ Date _____

Check (✓) whether you (or your partner or group) always, often, or rarely demonstrated each of the following characteristics in selected physical activities.

Characteristics		Always	Often	Rarely
The student				
Fair Play	• is a courteous winner			
	• refrains from cheating			
	• follows the rules			
	• accepts decisions from referees			
	• refrains from arguing			
	• accepts instruction from coaches			
	• accepts second place with pride			
Respect	• shakes hands at the end of the game			
	• uses equipment properly without abusing it (e.g., hitting it against the wall)			
	• refrains from physical violence			
	• does not verbally abuse others (e.g., name-calling)			
	• recognizes own mistakes			
	• controls anger			
	• shows concern and empathy for the other team			
Teamwork	• puts team goals ahead of personal goals			
	• encourages and includes team members			
	• refrains from putting down team members			

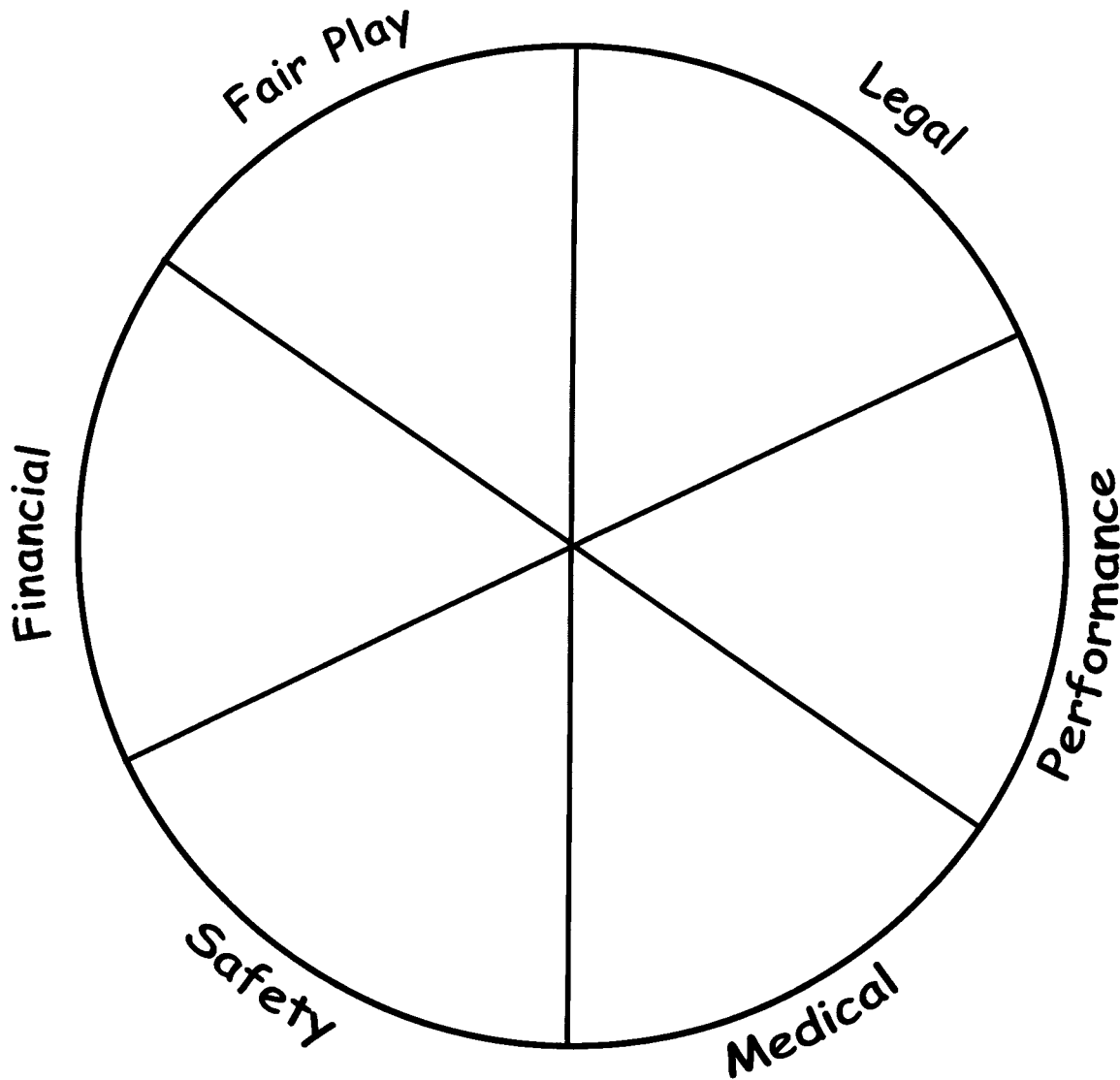


Consequence Circle



Name _____ Class _____ Date _____

Show/list the various consequences/implications of taking harmful or beneficial drugs or other substances.



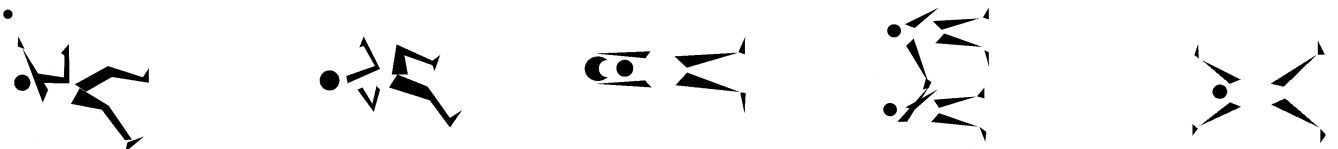
Community Supports



Name _____ Class _____ Date _____

Make a list of community supports (people or places) and indicate what services they provide.

Name of Contact	Address/Website	Telephone/Fax	Services Provided



Grade 8

**Physical Education/
Health Education**

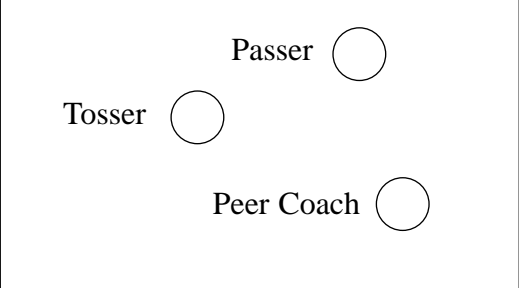


Grade 8

1. Movement

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.8.A.1 Recognize characteristics of selected movement skills and patterns (e.g., balance/ready position...) as applied in a variety of physical activities, including net/wall and target-type activities (e.g., badminton, paddleball, tennis, curling...).</p>	<p>◆ Ready Position</p> <p>Have students, in groups of three (a tosser, a passer, and a peer coach), perform a series of ball/shuttle passes focusing on balance and the ready position. The tosser throws the ball/shuttle to the passer who demonstrates a ready position before passing to the peer coach. The peer coach provides the passer with feedback on body positioning related to the ready position. Rotate roles after three trials.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.8.A.1)</p> </div>	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>The diagram shows three circles arranged in a triangle. The top circle is labeled 'Passer', the bottom-left circle is labeled 'Tosser', and the bottom-right circle is labeled 'Peer Coach'.</p> </div>
	<p>Variations: Have the tosser throw the ball to one side or the other of the passer to practise movement and the ready position. Activities that could be incorporated include</p> <ul style="list-style-type: none"> • volleyball • badminton • Sepak Takraw • tennis <p>◆ Human Opinion Line</p> <p>Have students line up in the centre of the gym. Designate one gym wall to represent “Agree” and the opposite wall “Disagree.” Perform selected movement skills and patterns using correct and incorrect form to determine whether students can recognize key characteristics. Ask students to walk/run towards the designated wall if they agree with the statement/performance or towards the other wall if they disagree.</p>



TEACHER NOTES

For information on the ready position related to different sports, see *3M National Coaching Certification Program* (Coaching Association of Canada).

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.

For more information on Sepak Takraw, see the Sepak Takraw Association of Canada website: <http://www.takrawcanada.com>.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Ready Position

Self-Assessment: Inventory

Have students repeat the Ready Position activity a few times and indicate, with a show of hands or using the Human Opinion Line strategy, whether they performed better with practice.

◆ Performance Task: Ready Position

Peer Assessment: Checklist

Have students complete the following checklist while watching a partner perform the Ready Position activity.

Suggested Criteria:

The student demonstrates the following:

- Feet are placed slightly more than shoulder-width apart.
- One foot is slightly ahead of the other.
- Knees are slightly bent, with knees over the big toes.
- Upper body is straight and leaning slightly forward.
- Arms are held in front of the body.
- Elbows are bent and held close to the body.
- Body weight is forward on the balls of the feet.

◆ Paper and Pencil Task: Ready Position

Teacher Assessment: Quiz

Draw pictures of people participating in a variety of activities. Have students make any adjustments in the illustrated body positions to place them in the ready position.

◆ Questioning/Interview: Human Opinion Line

Teacher Assessment: Inventory

Observe students who appear to be having difficulty in recognizing key characteristics of selected skills and patterns. In follow-up activities, check student understanding on an individual basis.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.8.B.1 Explain the cross-training effect of different games/activities on fitness and movement skill development (e.g., aerobics develop coordination, agility used for fastball; golf and hockey develop hand-eye coordination/striking skills...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 2—Fitness Management

SC:

Cluster 1—Cells and Systems

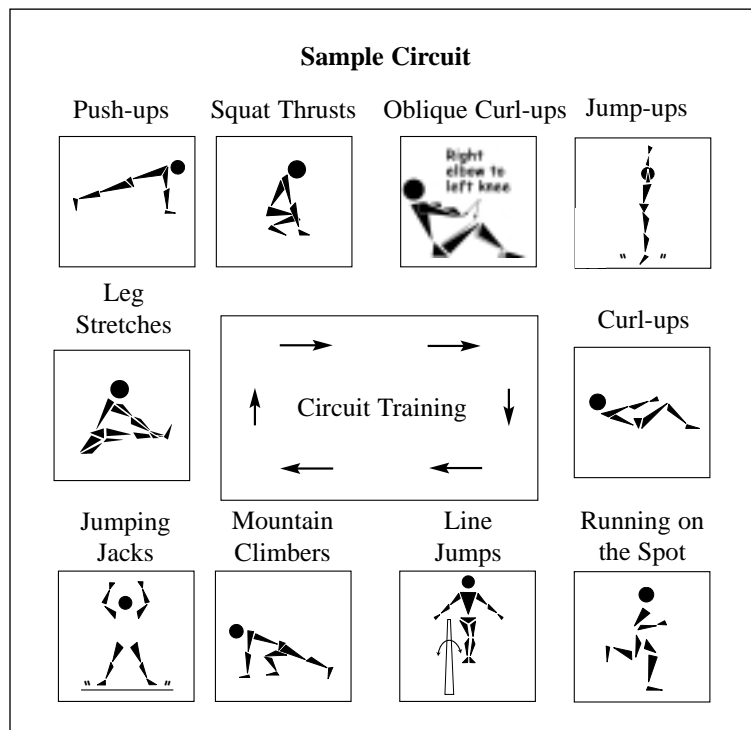
SUGGESTIONS FOR INSTRUCTION

◆ **Cardio-Fun**

Have students participate in a variety of activities to develop cardiovascular endurance (e.g., aerobics, step aerobics, skipping, Tae Box). Following the activities, discuss with students the cross-training effect of these activities related to fitness and movement skill development for participating in other sports or physical activities.

◆ **Cross-Training Circuit**

Have students participate in a circuit that includes a variety of activities from the health-related fitness components: cardiovascular endurance, muscular strength, muscular endurance, and flexibility. Place poster paper or a white board with markers at each station for students to note different sports or activities to which the exercise/activity at a given station would apply. As students move through the circuit, they can assess their own ideas. As part of the cool-down, assign a group of students to report to the class what game/activities would provide a cross-training effect.



**TEACHER NOTES**

For more information on rope-jumping skills, contact the Heart and Stroke Foundation of Manitoba.

Plyometrics comes from the Latin words *ply* (increase) and *metric* (measure). Plyometric exercises are used in aerobic workouts to train the eccentric contraction phase (when muscle lengthens) to develop speed and strength.

Cross-training is a workout style that incorporates a variety of cardiovascular endurance, muscular strength, and muscular endurance activities or exercises. For example, a person could rollerblade for 15 minutes and jog for 15 minutes for a total of 30 minutes of cardiovascular training. Ensure that the student workout includes flexibility-type exercises to maintain a balanced fitness program.

For the Sample Circuit, have students perform each station exercise/activity for approximately two minutes. At the start, it is best not to have more than four people at one station. Students must remain at the beginning level until they reach their target level time. At that point, they advance to the intermediate level.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: All Activities**

Teacher Assessment: Inventory

Observe whether students can

- discuss the health-related fitness components involved
- compare each activity for similarities and/or differences related to fitness and movement skill development

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.8.B.2 Identify the biomechanical concepts (e.g., centre of gravity, body alignment...) that are important for safe exercising in lifting and carrying activities (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral).</p>	
<p>Curricular Connections ELA: GLO 5—Celebrate and build community.</p>	
	<p>◆ Saving Your Back</p> <p>During a warm-up, have students (working in pairs) identify their centre of gravity, base of support, and body alignment while standing. Have them demonstrate and describe the proper way to lift and carry:</p> <ul style="list-style-type: none"> • Place feet approximately shoulder-width apart for good balance. • Bend knees. • Hold load close to the centre of the body. • Gradually lift in a smooth action without jerking (power from the legs). • Remember not to twist the back while lifting, but pivot with the feet. • Coordinate the lift when working with a partner. <div data-bbox="824 877 1117 1060" style="text-align: center;"> </div> <p>◆ Carrying On</p> <p>Have students participate in relays that involve a variety of lifting tasks performed individually or in small groups. Review safe exercising principles for each of the activities, reinforcing the importance of alignment and keeping the centre of gravity low when lifting or holding objects close to the body when carrying.</p> <p>Examples of Activities:</p> <ul style="list-style-type: none"> • Pick up a laundry basket full of clothes. • Push a car (crash mat). • Carry full bags of groceries. • Carry full bags of garbage. • Move a bench (heavy furniture) from one side of the gym to the other. <p>Variation: Have students suggest other actual lifting and carrying tasks as part of an enjoyable relay.</p> <p>◆ Resistance Training Circuit</p> <p>Have students, in small groups, participate in a variety of station activities such as arm curls, push-ups, squats, rope climbing, and medicine ball passes.</p>



TEACHER NOTES

Review all aspects of proper lifting technique and identify exercises that are contraindicated or not recommended.

For more information on backs and lifting, contact a physiotherapist or refer to *Back Talk: An Owner's Manual for Backs* (Goyet and Postma).

Also refer to the Workers Compensation Board of Manitoba website: <<http://www.wcb.mb.ca>>.

Introduce proper neutral stance while using external weight for resistance training.

Discuss the following concepts as they apply to resistance training:

- **Repetitions**—the number of times a particular exercise is performed.
- **Sets**—the number of repetitions performed in a series with a break in between.



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Saving Your Back

Peer Assessment: Checklist

Have students, in pairs, watch each other perform a lifting task (such as moving a bench) and use the following checklist to indicate all the correct actions and areas to improve.

Suggested Criteria: Lifting

The student demonstrates

- wide base of support
- centre of gravity over base of support
- bent knees
- straight back
- power up from the legs
- no twisting action

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.1.8.B.3 Analyze movement concepts in net/wall activities (e.g., body awareness in ready position to receive a serve in badminton...) **and target-type activities** (e.g., effort qualities in backswing and wrist action on “out-turn” in curling...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

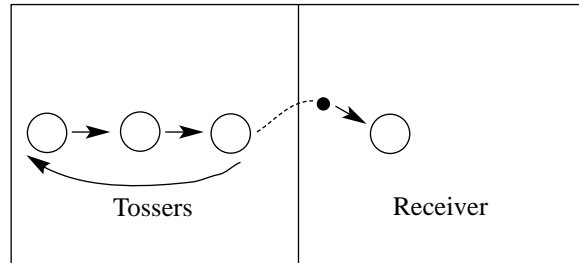
PE/HE:

GLO 1—Movement (K.1.8.B.3)

SUGGESTIONS FOR INSTRUCTION

◆ **Remember the Ready Position**

Have students, in groups of four, with three tossers and one receiver, take positions on a court as illustrated below:



Have a tosser pass a ball (or shuttle) across the centre line so that the receiver must move away from the ready position in order to contact the ball. Once the receiver has returned the serve, he or she must quickly return to the court in ready position to receive the next pass, and the tosser retrieves his or her ball. Continue until all three tossers have thrown, and then rotate positions.

Questions for Discussion:

Ask questions such as the following to help students think about the movement concepts and how to move efficiently:

- Why should players bend their knees and move their weight forward in a ready position?
- Why should players serve to the back corner close to a boundary line in badminton or volleyball?
- What kind of swing works best in baseball? In golf?

◆ **Target Time**

In a target-type activity such as curling, have students take turns releasing a curling rock from the hack on sheets of ice. Have them release it in a variety of ways and determine which method is most successful in placing the rock in the house rings. For example, players can release with

- little or no backswing
- little or no follow-through
- out-turn
- in-turn
- different levels (high, medium, low)

Ask questions that help students think about the movement concepts and which ones allow them to move efficiently while curling.



TEACHER NOTES

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Remember the Ready Position**

Peer Assessment: Rating Scale

As students perform the suggested activity, have a student observe the receiver, using the following rating scale.

Rating Scale			
The receiver	3 Always	2 Frequently	1 Rarely
• starts in the ready position			
• contacts the serve			
• returns to the ready position			
• moves quickly and low			

◆ **Journal/Learning Log: All Activities**

Teacher Assessment: Inventory

After an activity, have students write a journal entry that describes how to make the body move most efficiently for the activity involved.

PRESCRIBED LEARNING OUTCOMES					
<i>Students will...</i>					
<p><input type="checkbox"/> K.1.8.C.1 Examine the reasons for rules and for adaptation of rules related to safety and risk factors (e.g., set boundaries to avoid contact with other players, equipment, or walls...) of selected sports and games.</p>					
<table border="1"> <tr> <td data-bbox="123 617 357 638">Curricular Connections</td> </tr> <tr> <td data-bbox="123 646 175 667">ELA:</td> </tr> <tr> <td data-bbox="123 669 526 720">GLO 1—Explore thoughts, ideas, feelings, and experiences.</td> </tr> <tr> <td data-bbox="123 728 196 749">PE/HE:</td> </tr> <tr> <td data-bbox="123 751 380 779">GLO 3—Safety (K.3.8.A.1)</td> </tr> </table>	Curricular Connections	ELA:	GLO 1—Explore thoughts, ideas, feelings, and experiences.	PE/HE:	GLO 3—Safety (K.3.8.A.1)
Curricular Connections					
ELA:					
GLO 1—Explore thoughts, ideas, feelings, and experiences.					
PE/HE:					
GLO 3—Safety (K.3.8.A.1)					

SUGGESTIONS FOR INSTRUCTION

◆ **Court Tag**

Review the court boundaries and ask students to scatter to an open space within the boundaries of their court. Choose two students to be taggers and give a pinnie to each tagger. The taggers pass one spongy ball back and forth, trying to tag other students by “cornering” them. A tagger cannot move with the ball but can pivot and tag other students. A tagger without the ball is free to move anywhere inside the boundary lines. A student who is tagged or steps out of bounds must get a pinnie and help out the taggers. The game ends when there are two students left untagged. They will begin as taggers for the next round.

After each completed game, ask students to describe why it is important for players (e.g., in volleyball) to stay within their specific boundaries, as related to safety, fairness, and risk management.

Variation: Try this activity on a variety of courts (e.g., basketball, volleyball, badminton, tennis).

◆ **Contrast Games**

Have students play a variety of games, such as touch football, touch rugby, and non-contact floor hockey, and then have them compare their games to the contact version of the sport that they have seen on videos or television. Discuss why rules are adapted or changed, as related to safety, fairness, and risk management.

**TEACHER NOTES**

For the game of Court Tag, review how to pivot (as in basketball). Have students practise pivoting to assist them in the game. As more students are tagged, add more spongy balls to the game.

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

**SUGGESTIONS FOR ASSESSMENT****◆ Reflection/Journal: Court Tag**

Self-Assessment: Inventory

Have students write a journal entry that summarizes their ability to understand the boundaries of various games and the importance of staying within the boundaries.

◆ Paper and Pencil Task: Contrast Games

Teacher Assessment: Inventory

Have students explain reasons for following rules to make a game or activity as safe as possible.

Examples of Rules:

- Play flag football or touch football instead of regulation/tackle football.
- Wear helmets when cycling.
- Wear helmets and protective gear in skating activities.
- Avoid high sticking in hockey.
- Other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.8.C.2 Show an understanding of the specific terminology associated with selected sports and games, including net/wall (e.g., volleyball, badminton, handball...) and target-type activities (e.g., archery, curling...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Word Splash</p> <p>Have students make up a Word Splash (see <i>Success for All Learners</i> 6.28) for different activities that include specific terms associated with the activities. Ask students to include an answer key with the definitions to post so that others can check for meaning if they are unsure of specific terms. As a warm-up or cool-down activity, have students participate in a Word Splash to review terms.</p> <p>◆ What’s Behind You?</p> <p>Display a poster of terms and definitions on the wall. Using the What’s Behind You? strategy, organize students into pairs. Have one student stand with his or her back to the poster and the other facing it. The student facing it asks the partner specific teacher-generated question(s) related to the poster content. Partners switch roles when one student provides the correct answer. Partners may give hints when they are first learning.</p> <p>Variation: Students can make up questions related to the poster content to ask their partners.</p> <p>◆ Find Someone Who...</p> <p>Have students use a Find Someone Who... questionnaire that asks about specific terminology associated with the sport or game just learned.</p> <p>Example: Volleyball</p> <p>Find Someone Who...</p> <ol style="list-style-type: none"> 1. Who can describe what a “forearm pass” means? 2. Who can show the approach of the block? 3. Who can do a spike on the dominant side? 4. Who can define what a “net violation” is? 5. Who can explain what “back row attack” means? 6. Who can explain the “W” formation for service reception? 7. Who knows what colour the volleyball boundary lines are? 8. Who can draw where people stand on the court for service reception? 9. Who can describe what a “dive” is? 10. Who can describe what “carry ball” means? <p>Variation: To promote more active participation, have students perform this activity without a handout. After every question, have one student demonstrate or tell the group the correct response.</p> <p style="text-align: right;"><i>(continued)</i></p>



TEACHER NOTES

Use interactive strategies such as Word Splash, What’s Behind You?, Find Someone Who..., and Rotating Reel to help students develop cognitive learning. Based on the latest brain research, engaging students in learning and having them apply information increases learning and retention.

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Checklist

Have students create their own Word Splash and answer key with definitions using specific terminology associated with net/wall and target-type activities. Check the Word Splash sheets using the following criteria.

Suggested Criteria:

Students

- identified the main terms used in the particular sport or physical activity
- provided correct definitions

Example:

Word Splash: Curling


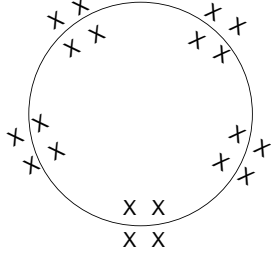
hog line skip sweep draw weight

curling out-turn hack guard

time out shot stone pebbled ends in-turn

freeze rock house second buried

first takeout third

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.1.8.C.2 <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ The Enigma: Net/Wall and Target-Type Activities</p> <p>Set up the gym with one mat at each corner. Divide students into four groups (one group per mat) and ensure that each group has a clue-recording sheet, a pencil, and pinnies (to identify teams) at each mat for playing the Enigma game.</p> <p>Procedure for Enigma Game:</p> <ul style="list-style-type: none"> • Give each student a clue card that has a sport-specific term on it. Instruct everyone not to look at the card. • On the signal “go,” have students leave their mats and run all around the gym, except on the mats, and tag students from other teams. • If tagged, students reveal their clue to their tagger. • The tagger returns to his or her mat with the clue holder (the tagged student) to write down the clue on the team’s recording sheet. Clues should be recorded in the proper column corresponding to the applicable team. Once completed, both players are back in the game. • Have students collect as many clues as possible and then try to identify the enigma for each group. <p> Refer to BLM 8–1: Enigma Clue Cards for Net/Wall and Target Games and BLM 7–1b: Enigma Clues: Recording Sheet.</p> <p>◆ Rotating Reel</p> <p>Have the class form a large circle of smaller groups (four students) standing in a circle. Number each person in a group from one to four. Ask the group to discuss a question and decide on a group answer. Then choose a number and ask the students with that number to move in a counter-clockwise direction to share their group’s answer with the next group. Repeat steps, asking another question. (See Find Someone Who... for sample questions.)</p> <p></p> <p>Variation: Have students move in different directions and circles. For example, move counter-clockwise, move to the next circle, or move to the second circle to the right.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that there are enough clue cards for every student in the class, plus four recording sheets.

When rest breaks are called, all students stop running. During a break, ask one to three students to reveal their clues to assist in the completion of the lists and to give students a rest. Resume the game after a short break.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.1.8.C.3 Describe common strategies used in various games, including net/wall and target-type activities (e.g., positioning for serve reception, speed, and control of projectiles...).</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.8.B.1)</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Strategic Planning for Net/Wall and Target Activities**

As students are playing selected net/wall games (e.g., badminton, handball, volleyball), have them determine the areas on the court that are

- most difficult to contact during service reception
- easiest to contact during service reception
- most difficult to receive from during play
- easiest to receive from during play
- other

Examples of Game Strategies:

- **Badminton:** Have students play badminton on a short and narrow court so that they can develop strategies for placing their shots without having to rely on their wrist action for power. Then have students play on long and narrow courts where placement of their shots depends on the power they can generate from their wrists.
- **Volleyball:** On a volleyball court, place mats marking the spots in which opponents would be positioned during service reception and have students practise serving to the open spaces.

Variation: This activity could be structured as inquiry research. Each group presents a related question, and plans and implements a class activity in order to reach a conclusion.

◆ **Class Tournaments**

As students participate in class tournaments, set up a role-responsibility rotation so that each student experiences the opportunity to play, referee, coach, keep score, be a lines keeper, and so on. Prepare “job cards” and have students read the cards, reviewing their responsibilities for each position/job. Observe the students who are playing the role of the coach as they explain the strategy that their team will use in the game.



TEACHER NOTES

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines for each activity.



For background information, refer to BLM G–17: Teaching Games for Understanding Chart.

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

For more information about tournament structures, see pages 1 to 8 in the Appendix of *Student Leadership Development Program: Secondary Teacher’s Guide* (CIRA).

Make up and laminate “job cards” for each job or position so that students can quickly review their responsibilities. As well, include assessment questions on the cards to identify what students will need to know and be able to do related to the task at hand. Store the cards in a recipe box for easy access.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Strategic Planning for Net/Wall and Target Activities**

Teacher Assessment: Inventory

Have students complete a quiz on strategic planning for a variety of net/wall courts and have them indicate the best place on the courts from which to plan an attack, score a point, or serve.

Example:

Net/Wall and Target Game Strategies

Name _____ Date _____

- In the following volleyball court, draw the players who are in service reception.

net

←server

Place an “X” on the court to indicate a good place for the server to place the ball.
- Draw a picture of how a badminton player would stand in the ready position.
- On the following badminton court, place an “X” in the best place to serve the shuttle in a singles game.

net
- Place a “guard rock” on the following sheet of ice, using a star ☆.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.1.8.C.4 Set and/or review expectations for personal and group conduct (i.e., ethical behaviour) regarding participation in physical activities and/or sports.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement (S.1.8.D.2)</p> <p>SS: Citizenship (Core Concept)</p> </div>	<p>◆ Soccer Tag</p> <p>Have students play a game of soccer and discuss the types of accidental (unintentional) contact (e.g., kicking in the shins, bumping, tripping) that can take place between players during the game. Have students tag the student who has the ball. The tagged player then gives the ball to the closest defensive person. Discuss the importance of ethical behaviour as it applies to soccer and other contact games/sports.</p> <p>Variation: Apply this strategy to other territory/invasion games (e.g., basketball).</p> <p>◆ What’s Behind You?</p> <p>Display a poster of terms and definitions on the wall. Using the What’s Behind You? strategy, organize students into pairs. Have one student stand with his or her back to the poster and the other facing it. The student facing it asks the partner specific teacher-generated question(s) related to the poster content. Partners switch roles when one student provides the correct answer. Partners may give hints when they are first learning.</p> <p>Variation: Students can make up questions related to the poster content to ask their partners.</p> <p>◆ Learning Outcome Connection</p> <p>Make a connection to learning outcome S.1.8.D.2 in relation to personal and group conduct when designing and performing dance and gym routines (e.g., no teasing, no laughing at others when performing, respect others’ ideas).</p> <p>◆ Class Rubric</p> <p>Have students brainstorm the behaviours that are appropriate for personal and group conduct while participating in physical activity. Organize this information into a rubric to be used as a tool for ongoing assessment.</p>



TEACHER NOTES

The game strategy in Soccer Tag is to focus on the person, not the ball. Remind students to avoid contact, except when tagging.

For more information, see *Fair Play for Kids* (Binder).

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines for each activity.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com/>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>



SUGGESTIONS FOR ASSESSMENT

◆ Questioning/Interview: Soccer Tag

Teacher Assessment: Inventory

After the Soccer Tag activity, have the class discuss the importance of “playing the player” instead of the ball in territory/invasion-type games.

◆ Performance Task: What’s Behind You?

Peer Assessment: Checklist

Have students report to the teacher how well they were able to outline the expectations related to the code of conduct established for their school or class.

Suggested Criteria:

The student

- could describe expectations without prompting
- could describe expectations with prompting
- could not describe expectations

PRESCRIBED LEARNING OUTCOMES

Students will...

S.1.8.A.1 Perform combinations of transport, manipulation, and balance skills (e.g., moving into a ready position to contact the ball in volleyball...), **applying mechanical principles** (e.g., force, motion, balance...) **for control.**

Curricular Connections

PE/HE:

GLO 1—Movement (K.1.8.A.1, S.1.8.A.3c)

SUGGESTIONS FOR INSTRUCTION

◆ **Passing Pairs**

Have students, working in pairs, perform a series of passes focusing on combinations of transport, manipulation, and balance skills.

Examples of Skill Combinations:

- **Basketball:**
 - Students run, stop, and shoot.
 - Students dribble, pass, run, catch, and shoot (give and go).
- **Tennis:** Students run, stop, strike, and take the ready position.
- **Volleyball:** Students toss a ball to one side or the other of their partners so that they must slide, bend, and volley to return the ball.

Variation: Students perform the same activity but use the forearm pass/bump and include a dive or roll to return the ball.

◆ **Skill Practice**

Have students practise combinations of skills using sport-specific drills. As students practise, provide feedback on technique and/or performance criteria. Use cue words to help students understand the parts or steps in the movement.

Example of Skill Combination:

- **Long Jumping:** Students run, leap, and land for balance.

**TEACHER NOTES**

This learning outcome identifies the general concepts and skills that are addressed at this grade. Depending on the selected physical activity or sport, teachers need to define the activity-specific concepts and skills that align with the learning outcome. For example, to perform sport-specific volleyball skills such as the volley, serve, and forearm pass, students would be able to combine the following skills:

- transport skill—sliding
- manipulation skill—striking
- balance skill—dynamic balance

It is the teacher’s responsibility to identify the skill combinations related to each selected physical activity or sport to help students achieve this learning outcome.

During these activities, have students focus on the importance of the mechanical principles (force, motion, and balance). See Appendix I: Glossary for definitions of terms.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Passing Pairs**

Peer Assessment: Frequency Index

Have students make five passes and count how many they can perform correctly. Repeat the activity, and have students try to improve their results.

Have a partner or peer coach watch a student perform passes and record the number of passes performed with control.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.8.A.2 Perform combinations of manipulation skills (e.g., dribbling/shooting, tossing/catching...), applying mechanical principles on use of projectiles (e.g., increasing relative projection height or angle tends to increase flight time...) for control.</p>	<p>◆ Manipulation Combinations</p> <p>As part of a warm-up activity, have students perform the following progressions to develop the ability to perform manipulation skills in combination.</p> <p>Examples of Progressions:</p> <ul style="list-style-type: none"> • Basketball <ol style="list-style-type: none"> 1. Individual practice: Bounce a ball in a stationary position (push ball straight down, action/reaction). 2. While moving: Bounce the ball while walking, running, or sliding (push ball slightly ahead). 3. Add another skill: Dribble, stop, jump, and shoot (push ball slightly ahead, catch ball on upward bounce). • Badminton <ol style="list-style-type: none"> 1. Individual practice: Play “keep up” with a birdie/shuttle and racquet (hit object straight up). 2. While moving: Play “keep up” while walking, running, and performing the grapevine (hit object slightly ahead). 3. Add another skill: In pairs, hit a birdie/shuttle back and forth, using an underhand and overhead clear (hit object at low level, using an underhand clear; at high level, using an overhead clear). • Volleyball <ol style="list-style-type: none"> 1. Individual practice: Play “keep up” with a volley/overhead pass or bump/forearm pass. 2. While moving: Play “keep up” while walking, running, and shuffling (hit object slightly ahead). 3. Add another skill: In pairs, pass the ball back and forth while moving around the gym by walking, running, and sliding (hit object slightly ahead of but an appropriate distance from partner).



TEACHER NOTES

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines for each activity.

Provide opportunities for students to perform skills at their own ability level, modifying the equipment, changing boundaries, and so on, to promote personal success.

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Manipulation Combinations**

Teacher Assessment: Scoring Rubric

As students are performing the skills for specific activities or sports, use the following rubric to assess their skill performance.

Skill-Application Assessment Rubric				
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skill as prescribed:				

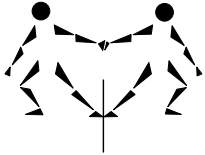

• follows activity rules of play				

◆ **Performance Task: Manipulation Combinations**

Peer Assessment: Rating Scale

Have students form groups of three and assign each person a particular responsibility: two coaches and a performer. Have the performer demonstrate his or her ability to perform the activity or sport-specific skills while coaches use a rating scale to assess the skills. Change responsibilities until all three have had an opportunity to do each job.

Rating Scale: Volleyball				
During game play, the student is able to	4 Always	3 Frequently	2 Sometimes	1 Rarely
• use the forearm pass to get the ball to the setter in the front row				
• use the set/volley to pass the ball to another player on the team				
• serve the ball underhand, over the net, and in the court				
• serve the ball overhand, over the net, and in the court				
• demonstrate the proper position on the court during service reception				
• demonstrate proper positions on the court for offence and defence				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.7.A.3 ➔ S.1.8.A.3 Demonstrate balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support) for stability and strength in cooperative-type activities (e.g., team-building activities, rescuing activities, pulling activities...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (S.4.8.A.3)</p> </div>	<p>◆ Duos</p> <p>Organize two teams and have each student find a partner of the same height from the opposite team. Have students participate in the following balance activities and accumulate as many points as possible for their team.</p> <p>Examples of Balance Activities:</p> <ul style="list-style-type: none"> • Line Pull: Students stand (facing each other) on either side of a line, with right feet touching. On the signal “go,” each person tries to pull the other across the line or make the partner lose balance. The person who succeeds first, scores a point for his or her team.  • Rooster Wrestle: Have students stand (facing each other) on a large square of mats while holding one leg up behind them with a hand. The first person who can force the partner off the mat area or cause the partner to lose balance (e.g., by hopping, pushing), scores a point for his or her team.  <p>◆ Human Island</p> <p>Have students form groups of three and give each group three pieces of equipment (e.g., floor hockey sticks, beanbags, flying disks, wooden paddles)—the same equipment for all groups. Ask students to demonstrate balance abilities as a group:</p> <ul style="list-style-type: none"> • Have each group of three students balance on their equipment and hold for five seconds. • Take away one piece of equipment (the same one for all groups) and ask each group to balance on the remaining equipment. • Continue with this pattern of tasks until the entire group of three is balancing on only one piece of equipment. <p>Have students discuss ways that helped them maintain balance related to</p> <ul style="list-style-type: none"> • lowering centre of gravity (bending knees, keeping low to the ground) • increasing base of support • aligning body correctly to keep weight within the centre of gravity

**TEACHER NOTES**

Have students think about what their bodies are doing to make it easier to stay balanced or be more stable.

In combative activities, ensure that students are similar in height and weight, but allow girls and boys to challenge each other.

Stop the groups who are struggling and have them observe another group. After each success, discuss how each group was able to balance.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: All Activities**

Self-Assessment: Inventory

As they leave the class, have students report on whether or not they could maintain their balance in cooperative activities.

Suggested Criteria:

The student

- maintained balance
- experienced difficulty maintaining balance
- lowered centre of gravity (bending knees, keeping low to the ground)
- increased base of support
- aligned body correctly to keep weight within the centre of gravity

PRESCRIBED LEARNING OUTCOMES			
<i>Students will...</i>			
<p><input type="checkbox"/> S.1.8.B.1 Apply functional use of selected and/or activity-specific movement skills (e.g., rolling, forehand and backhand strokes...) in a variety of individual/dual games/sports, including net/wall (e.g., table tennis...) and target-type activities (e.g., miniature golf, bowling...).</p>			
<table border="1"> <tr> <td data-bbox="123 680 357 705">Curricular Connections</td> </tr> <tr> <td data-bbox="123 711 198 737">PE/HE:</td> </tr> <tr> <td data-bbox="123 739 418 764">GLO 1—Movement (K.1.8.C.3)</td> </tr> </table>	Curricular Connections	PE/HE:	GLO 1—Movement (K.1.8.C.3)
Curricular Connections			
PE/HE:			
GLO 1—Movement (K.1.8.C.3)			

SUGGESTIONS FOR INSTRUCTION

◆ **Net/Wall Challenges**

Select a net/wall game (e.g., tennis, badminton, table tennis, handball) and have students rally. Ask students to count how many consecutive shots they can make, using a variety of shots (e.g., forehand, backhand, smash).

◆ **Target Challenges**

Select a target-type game (e.g., bocce, bowling, golf, target throwing stations) and have students use various activity-specific skills (e.g., rolling, striking, throwing) to hit the target.

◆ **Strategic Planning for Net/Wall Activities**

As students are playing the selected net/wall games (e.g., badminton, handball, volleyball), have them determine the areas on the court that are

- most difficult to contact during service reception
- easiest to contact during service reception
- most difficult to receive from during play
- easiest to receive from during play
- other

Example: Badminton

Have students play badminton on a short and narrow court so that they can develop strategies for placing their shots without having to rely on their wrist action for power. Then, have students play on long and narrow courts where placement of their shots depends on the power they can generate from their wrists.

(continued)



TEACHER NOTES

Tactical awareness ranges from simple to complex. Its levels are as follows:

- Scoring/Offence
 - Set up an attack.
 - Score the point.
 - Attack as a team.
- Score Prevention/Defence
 - Defend space.
 - Defend against attack.
 - Defend as a team.



Refer to BLM G–17: Teaching Games for Understanding Chart.

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines for each activity.

In most sports serving includes

- back swing
- extension of arm and shoulder
- full range of shoulder motion
- follow-through

Aboriginal Link:

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.



Refer to BLM G–3: Skill Acquisition and Application Recording Sheet.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Net/Wall and Target Challenges**

Teacher Assessment: Scoring Rubric

Observe students applying the preselected skills while playing net/wall and target-type games. Use the following rubric to assess their functional use of selected skills.

Skill-Application Assessment Rubric				
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• performs skill as prescribed:				
• follows activity rules of play				

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

As students participate in activities, observe them demonstrating the functional use of skills identified for each activity, using a general scoring rubric such as the following.

Scoring Rubric					
Rating Scale: The student meets expectations					
4 Consistently		3 Frequently		2 Sometimes	
1 Rarely					
The student	Score				
	Date	Date	Date	Date	Date
• demonstrates the performance criteria of each skill as required (skill acquisition)					
• demonstrates functional use of selected skills while participating (skill application)					
• demonstrates cooperation and fair play (other)					

(continued)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.1.8.B.1 <i>(continued)</i></p>	<p><i>(continued)</i></p> <p>◆ Striking a Projectile</p> <p>Have students, working in pairs, toss or hit an object back and forth.</p> <p>Examples of Net/Wall Challenges:</p> <ul style="list-style-type: none"> • Badminton: One student serves and the other player practises shots. <ol style="list-style-type: none"> 1. Clear <ul style="list-style-type: none"> — Contact is high, with a straight follow-through. — Shuttle travels long and high. 2. Drop Shot <ul style="list-style-type: none"> — Contact is high, with no follow-through. — Shuttle travels just over the net and drops. 3. Smash <ul style="list-style-type: none"> — Contact is high, with a forceful follow-through. — Shuttle travels down from the racquet to the floor. — Shot is powerful. • Volleyball <ol style="list-style-type: none"> 1. Spike/Attack <ul style="list-style-type: none"> — Students toss a volleyball up at the net and work on the proper angle of approach and follow-through. 2. Overhand and Underhand Serves <ul style="list-style-type: none"> — Students practise their serves by changing the height of the throw, speed of contact, and angle of follow-through, and observe the impact of each technique change. • Basketball: Students practise their basketball jump shot using the proper technique.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Performance Task: All Activities**

Peer Assessment: Checklist

Have pairs of students observe each other performing a selected skill, using an assessment checklist such as the following.

Badminton

Forehand Overhead Shots:

- Feet are shoulder-width apart.
- Feet are staggered.
- Both arms reach up.
- Weight shifts to rear foot.
- Racquet arm has the elbow leading (scratching back).
- Racquet arm reaches high to contact the shuttle.
- Racquet follow-through is in line with the flight of the shuttle.
- Player steps forward.

Serve:

- Feet are shoulder-width apart.
- Feet are staggered.
- Shuttle is held at waist level.
- Racquet arm has a backswing.
- Weight shifts forward.
- Shuttle flies high and deep.
- Racquet follow-through is in line with the flight of the shuttle.
- Player steps forward.



PRESCRIBED LEARNING OUTCOMES			
<i>Students will...</i>			
<p><input type="checkbox"/> S.1.8.B.2 Apply functional use of selected and/or activity-specific movement skills (e.g., volleying, dynamic balancing...) in a variety of physical activities, including net/wall (e.g., volleyball...) and target-type games (e.g., curling...).</p>			
<table border="1"> <tr> <td data-bbox="115 611 358 638">Curricular Connections</td> </tr> <tr> <td data-bbox="115 638 201 665">PE/HE:</td> </tr> <tr> <td data-bbox="115 665 418 693">GLO 1—Movement (K.1.8.B.3)</td> </tr> </table>	Curricular Connections	PE/HE:	GLO 1—Movement (K.1.8.B.3)
Curricular Connections			
PE/HE:			
GLO 1—Movement (K.1.8.B.3)			

SUGGESTIONS FOR INSTRUCTION

◆ **Defend Your Side**

Have students participate in a number of activities that are classified as net and wall games (e.g., volleyball, pickleball, curling). Introduce the basic skills for each activity and then have students play the game to use their skills appropriately.

Variation: On a volleyball court, place mats to mark spots in which opponents would be positioned during service reception, and have students practise serving to the open spaces.

◆ **Play It Your Way**

Review how to volley/overhead pass (as in volleyball). Divide the gym into three activity stations: a competitive challenge, a cooperative challenge, and a skill challenge. Have students choose a station that best suits them for practising their skills based on interest and/or ability.

Examples of Activity Stations:

- **Competitive Challenge:** Students form groups of three or four and play “keep it up” by using a volley/overhead pass. If the ball hits the floor, the group sits down. The last group to sit down (the group that keeps the ball up the longest), scores a point. All groups stand up and start again. Teams keep track of their own points.
- **Cooperative Challenge:** Students form groups of three or four and play “keep it up” by using a volley/overhead pass. Students count how many times they can hit the ball into the air before it hits the floor. The group tries the activity again, starting from one, and tries to beat its previous record.
- **Skill Challenge:** Students work individually or in pairs to practise selected skills.



TEACHER NOTES

Inform students of the performance criteria for the selected sport or activity-specific movement skills prior to assessment of skills. Post skill checklists for ease of reference.

Refer to Appendix A: Physical Activity Categories for suggested activities.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Defend Your Side

Peer Assessment: Checklist

Have students work in groups of three or four to perform specific skills such as the volley/overhead pass. Have one student per group complete a checklist (such as the volleyball checklist below) to indicate what skills/criteria group members demonstrate.

Volleyball

Volley/Overhead Pass:

- Player moves to the ball.
- Shoulders are squared to the net.
- Feet are staggered and approximately shoulder-width apart.
- Arms, legs, and hips are slightly bent.
- Hands are held in front of the forehead (triangle shape).
- Pads of fingers and thumbs contact the ball.
- Weight is transferred forward toward the target (player steps forward).
- Arms are extended fully.
- Hands follow through, pointed in the direction of the pass.

Overhand Serve:

- Feet are shoulder-width apart.
- Feet are staggered.
- Shoulders are squared to the net.
- Ball is tossed in front of the hitting shoulder.
- Toss is close to the body.
- Arm swings back with elbow held high.
- Arm is extended on contact with the ball.
- Weight is transferred forward (player steps forward).

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> S.1.8.B.3 Contribute to the organization and administration (e.g., schedules, team formation, rules, set-up, clean-up, recording of results, promotion, announcements...) of a tournament (e.g., round robin, ladder, double consolation...).</p>
<p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Tournament Structures**

Have students work in groups of four to plan, organize, and execute a mini-tournament in class, for an intramural or special event. Encourage students to be innovative. Explain the different types of tournament schedules, such as round robin, single elimination, double elimination, ladder, and so on. Ask students to outline the different responsibilities and sign up accordingly. After the tournament, have students complete a questionnaire indicating how much each person contributed.

Examples of Tournaments:

- **Rock, Paper, Scissors:** Students organize and conduct a round robin tournament that requires participants to play a hand game such as “rock, paper, and scissors.” The hand signs are:
 - Closed fist = rock
 - Two-fingered “V” shape = scissors
 - Open hand = paper

In playing the game, rock beats scissors, scissors beat paper, and paper beats rock.
- **Arm Wrestle:** Students organize and conduct a single elimination tournament (using a tier system) that requires participants to compete in an arm wrestle, for which students are either lying on a mat or sitting at a table.
- **Target Toss:** Students organize and conduct a ladder tournament that requires participants to throw a small plastic cube into a small cup taped to the floor.
- **Penny Toss:** Students organize and conduct a double elimination tournament that requires participants to compete by tossing a penny in the air and calling “heads” or “tails” to determine the winner.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Types of Tournament Schedules:

Ensure that students are familiar with how to construct and execute each type of tournament:

- **Round Robin:** Each team or player has the opportunity to play against every other team or player prior to the playoffs. When there are many teams to play, pools can be created to allow for a cross-representation of teams for the playoffs.
- **Ladder:** A list is created so that each person represents a rung of a ladder. Players can challenge someone who is not more than two rungs away.
- **Single Elimination:** All teams/players are guaranteed one game, but more if they win. A variation is to add tiers, and every time teams/players lose, they move down to the lower tier.
- **Double Elimination:** All teams/players are guaranteed two games, but more if they win.

For more information about tournament structures, see pages 1 to 8 in the Appendix of *Student Leadership Development Program: Secondary Teacher's Guide* (CIRA).

◆ **Questioning/Interview: Tournament Structures**

Peer Assessment: Checklist

Have students complete a questionnaire indicating how each person contributed to the tournament.

Suggested Criteria:

Students

- contributed to the creation, planning, and organization of a mini-tournament for the class
- made up “the draw” for and executed a mini-tournament

◆ **Paper and Pencil Task: Tournament Structures**

Teacher Assessment: Checklist

Have students choose an activity for a particular setting or situation and design a mock tournament on paper to be handed in.

Suggested Criteria:

Students were able to

- choose the most appropriate tournament form for the chosen activity
- design a tournament and follow it through to completion on paper

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.1.7.C.1 ➔ S.1.8.C.1 Apply functional use of selected activity-specific skills (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough...) in alternative pursuits (e.g., orienteering, hiking, skiing...).</p>	<p>◆ Alpine Skiing</p> <p>Plan a class trip to a local downhill ski hill to allow students to apply their downhill skiing skills. Ensure that students follow safety guidelines and school/division/district protocol for field trips of this nature.</p> <p>◆ Alternative Activities</p> <p>Have students participate in a variety of individual or dual activities, such as snow golf, flying disk golf, table tennis, and bowling, in which they can apply specific movement skills.</p> <p>For all golf activities, set up a course on the playground or in the gym and establish holes/targets that students need to reach in a specific number of shots/throws. (For flying disk golf, ski poles and hoops can be used as holes/targets.)</p> <p>◆ Orienteering</p> <p>Have students, in pairs, participate in an orienteering course set up at a local park or field.</p>

(continued)



TEACHER NOTES

Contact your administrator regarding school/division/district guidelines for organizing alternative pursuits such as downhill skiing. Develop a risk-management plan that includes an orientation session for students prior to the activity, discussing the use of equipment, proper clothing, safety rules, and the alpine responsibility code. For information related to the alpine responsibility code, contact the local ski area or the ski hill where the event will take place.

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) for safety guidelines related to specific activities.

For more information, contact applicable provincial sport organizations such as Orienteering Manitoba at Sport Manitoba.

Refer to Appendix A: Physical Activity Categories for suggested activities.

Aboriginal Link:

Include traditional activities from an Aboriginal perspective (e.g., snowshoeing, fishing).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Alpine Skiing**

Teacher Assessment: Checklist

While students are skiing, complete the following skills checklist for each student.

Suggested Criteria:

The student is able to	Yes	No
• demonstrate speed and control by performing linked turns	<input type="checkbox"/>	<input type="checkbox"/>
• ski the runs that are appropriate to own abilities	<input type="checkbox"/>	<input type="checkbox"/>
• demonstrate proper use of the alpine responsibility code	<input type="checkbox"/>	<input type="checkbox"/>

◆ **Performance Task: Alternative Activities**

Self-Assessment: Scoring Rubric

After students have participated in an alternative activity, have each student complete a scoring rubric.



Refer to BLM 8–2: Alternative Pursuits Scoring Rubric.

◆ **Performance Task: Orienteering**

Teacher Assessment: Inventory

After each pair has completed the orienteering course, collect students' maps and check their cards to ensure that they were able to complete the course correctly.

◆ **Paper and Pencil Task: Orienteering**

Teacher Assessment: Inventory

Have students create a map for others in the class to use in an orienteering course.

Suggested Criteria:

The map

- is clear and legible, and includes a legend
- provides clues for classmates to follow
- indicates the location of clues

(continued)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.1.7.C.1 ➔ S.1.8.C.1 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Cross-Country Ski Tag</p> <p>Have students perform a variety of skills such as executing a diagonal stride or snowplough while skiing. Have students play tag on cross-country skis without poles, using a mitt or toque to designate the taggers. Mark boundaries for the playing area with ski poles and establish the rule that taggers cannot be tagged by the person whom they have just tagged. A student who is tagged becomes the tagger. Observe students for skills such as diagonal striding, turning, maintaining balance, getting up from a fall, and fair play.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Performance Task: Cross-Country Ski Tag**

Peer Assessment: Checklist

Have pairs of students observe and assess each other’s skills, using a skills checklist such as the following to identify what performance indicators they see their partner demonstrate.

Cross-Country Skiing	
Downhill Snowplough:	
<input type="checkbox"/>	Knees are flexed.
<input type="checkbox"/>	Hands are relaxed in front of the body, with poles trailing.
<input type="checkbox"/>	Ankles roll inward to edge skis.
<input type="checkbox"/>	Skis are in a “V” position (tips together).
<input type="checkbox"/>	Weight is evenly distributed between skis.
Uphill Herringbone:	
<input type="checkbox"/>	Skis are edged and in a “V” position.
<input type="checkbox"/>	Weight shift is rhythmical.
<input type="checkbox"/>	Arms and legs move in opposition.
<input type="checkbox"/>	Poles are planted behind skis.
<input type="checkbox"/>	Feet move uphill in a straight line.
<input type="checkbox"/>	Skis are kept low and close to the snow.

◆ **Performance Task: All Activities**


Peer Assessment: Scoring Rubric

Have students observe each other’s application of pre-selected skills, using the following assessment rubric.

Skill-Application Assessment Rubric				
	4	3	2	1
The student	Always	Frequently	Sometimes	Rarely
• performs skill as prescribed:				

• follows activity rules of play				



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.1.7.D.1 ➔ S.1.8.D.1 Design and perform rhythmic sequences that use movement concepts (i.e., showing contrast in directions, effort, leading/following) and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest (e.g., bench-step aerobics, square dance, novelty dance, highland dance, hoop dance...).</p> <div data-bbox="115 751 548 982" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community</p> </div>	<p>◆ What a Workout!</p> <p>Provide students with basic moves and skills related to aerobic rhythmic activities (e.g., step aerobics, floor aerobics, aqua aerobics, Tae Box.) Have students design a routine using these skills and perform it for the class.</p> <div data-bbox="651 541 760 653" style="text-align: center;">  </div> <p>For station ideas, refer to BLM 8–3: Bench-Step Circuit Cards.</p> <p>◆ Move and Groove</p> <p>Have students experience a variety of dances from different cultures and time periods by viewing, performing, or participating in the dances.</p> <p>◆ Novelty Dances</p> <p>Have students try a variety of novelty dances such as YMCA (forming the letters using arms and body).</p>



TEACHER NOTES

The aerobic workout could be led by the teacher or by a guest instructor from a local fitness club.

As students are exercising, give key words for the segments for which they will be responsible in the assessment, such as warm-up and cool-down activities and the names of specific steps (e.g., grapevine, step-touch).

Have people from your school or community (e.g., senior citizen) teach or demonstrate dances to the class.

Survey students to find out what dances represent their culture or interests. Use this list to select dances or rhythmic activities to be taught.

Aboriginal Link:

Explain the significance of the dance movements, preparation, and dress to the traditions of Aboriginal peoples. As well, help students understand that performance of Aboriginal dances occurs at appropriate places and for specific purposes (e.g., powwow, grass dance, male and female dances).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: What a Workout!**

Teacher Assessment: Rating Scale

Have students, individually or in pairs, create an aerobic workout (using step benches or no equipment) and present it to the class. Each workout must

- include a warm-up
- include an aerobic section (e.g., 10 minutes)
- include a cool-down (including stretching)
- show contrast in directions
- show contrast in effort (fast and slow)
- show evidence of leading and following

Rating Scale			
The workout includes	1	2	1
• Music	good use	no rhythm	none
• Warm-up activity	appropriate	too short/long	none
• Aerobic component	10 minutes	5 to 9 minutes	1 to 4 minutes
• Cool-down activity	appropriate	too short/long	none
• Movement concepts	evidence of all concepts	some evidence of concepts	little evidence of concepts

◆ **Performance Task: Move and Groove**

Teacher Assessment: Inventory

In groups, have students research dances on the Internet or at the library and then practise a dance of their choice. Have them teach their dance to the class.

Suggested Criteria:

The student

- chooses appropriate music for his or her activity and maintains the rhythm throughout
- organizes his or her workout with a variety of steps and combinations of steps

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.1.7.D.2 ⇨ S.1.8.D.2 Design and perform, with others, movement sequences that use movement concepts (e.g., leading, following...) and selected activity-specific skills, using small or large apparatus (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...).</p> <div data-bbox="115 709 550 905" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication. PE/HE: GLO 1—Movement (K.1.8.C.4)</p></div>	<p>◆ Rhythmic Gymnastic Routines</p> <p>Review the basic moves and skills for using balls, ropes, ribbons, hoops, or other small hand apparatus in rhythmic sportive gymnastics. Set up stations, with specific small hand apparatus at each station. Have groups of students choose equipment and create a routine that demonstrates the selected movement concepts (e.g., showing unison, contrast in directions, levels, effort, relationships) and at least three different skills for their selected apparatus.</p>



TEACHER NOTES

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*) regarding safety for specific activities.

Contact provincial sport organizations for more information.



Refer to BLM G–3: Skill Acquisition and Application Recording Sheet.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Rhythmic Gymnastic Routines**

Teacher Assessment: Checklist

Have students create a rhythmic gymnastic routine individually or with a partner to present to the class.

Suggested Criteria:

The routine includes

- beginning pose
- evidence of unison
- contrast in directions (forwards, backwards, sideways)
- changes in pathways (straight, zigzag, curved)
- different levels (high, medium, low)
- contrast in qualities of effort (time, force, flow)
- variety of relationships (individual, with partners, matching, opposing)
- three different skills (balance, rotation, landing, spring)
- ending pose
- evidence of practice

◆ **Performance Task: Rhythmic Gymnastic Routines**

Teacher Assessment: Scoring Rubric

Outline the performance criteria expected for each apparatus before students create their own routines. Assess students performing the routines using the following rubric.

Scoring Rubric					
Rating Scale:					
The student meets expectations					
4	Consistently	3	Frequently	2	Sometimes
				1	Rarely
	Score				
The student	Date	Date	Date	Date	Date
• demonstrates the performance criteria of each skill/step as required (skill acquisition)					
• demonstrates functional use of selected skills/steps while participating (skill application)					
• demonstrates interpersonal skills (other)					



Movement Outcomes: Grade 8



Knowledge

- K.1.8.A.1 Recognize characteristics of selected movement skills and patterns** (e.g., balance/ready position...) **as applied in a variety of physical activities, including net/wall and target-type activities** (e.g., badminton, paddleball, tennis, curling...).
- K.1.8.B.1 Explain the cross-training effect of different games/activities on fitness and movement skill development** (e.g., aerobics develop coordination, agility used for fastball; golf and hockey develop hand-eye coordination/striking skills...).
- K.1.8.B.2 Identify the biomechanical concepts** (e.g., centre of gravity, body alignment...) **that are important for safe exercising in lifting and carrying activities** (i.e., bend knees, hold object close to body, avoid twisted positions, keep head position neutral).
- K.1.8.B.3 Analyze movement concepts in net/wall activities** (e.g., body awareness in ready position to receive a serve in badminton...) **and target-type activities** (e.g., effort qualities in backswing and wrist action on “out-turn” in curling...).
- K.1.8.C.1 Examine the reasons for rules and for adaptation of rules related to safety and risk factors** (e.g., set boundaries to avoid contact with other players, equipment, or walls...) **of selected sports and games.**
- K.1.8.C.2 Show an understanding of the specific terminology associated with selected sports and games, including net/wall** (e.g., volleyball, badminton, handball...) **and target-type activities** (e.g., archery, curling...).
- K.1.8.C.3 Describe common strategies used in various games, including net/wall and target-type activities** (e.g., positioning for serve reception, speed, and control of projectiles...).
- K.1.8.C.4 Set and/or review expectations for personal and group conduct** (i.e., ethical behaviour) **regarding participation in physical activities and/or sports.**

Skills

- S.1.8.A.1 Perform combinations of transport, manipulation, and balance skills** (e.g., moving into a ready position to contact the ball in volleyball...), **applying mechanical principles** (e.g., force, motion, balance...) **for control.**
- S.1.8.A.2 Perform combinations of manipulation skills** (e.g., dribbling/shooting, tossing/catching...), **applying mechanical principles on use of projectiles** (e.g., increasing relative projection height or angle tends to increase flight time...) **for control.**
- S.1.7.A.3** \Rightarrow **S.1.8.A.3 Demonstrate balance abilities** (i.e., static, dynamic), **applying mechanical principles** (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity within base of support) **for stability and strength in cooperative-type activities** (e.g., team-building activities, rescuing activities, pulling activities...).
- S.1.8.B.1 Apply functional use of selected and/or activity-specific movement skills** (e.g., rolling, forehand and backhand strokes...) **in a variety of individual/dual games/sports, including net/wall** (e.g., table tennis...) **and target-type activities** (e.g., miniature golf, bowling...).
- S.1.8.B.2 Apply functional use of selected and/or activity-specific movement skills** (e.g., volleying, dynamic balancing...) **in a variety of physical activities, including net/wall** (e.g., volleyball...) **and target-type games** (e.g., curling...).
- S.1.8.B.3 Contribute to the organization and administration** (e.g., schedules, team formation, rules, set-up, clean-up, recording of results, promotion, announcements...) **of a tournament** (e.g., round robin, ladder, double consolation...).
- S.1.7.C.1** \Rightarrow **S.1.8.C.1 Apply functional use of selected activity-specific skills** (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough...) **in alternative pursuits** (e.g., orienteering, hiking, skiing...).
- S.1.7.D.1** \Rightarrow **S.1.8.D.1 Design and perform rhythmic sequences that use movement concepts** (i.e., showing contrast in directions, effort, leading/following) **and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest** (e.g., bench-step aerobics, square dance, novelty dance, highland dance, hoop dance...).
- S.1.7.D.2** \Rightarrow **S.1.8.D.2 Design and perform, with others, movement sequences that use movement concepts** (e.g., leading, following...) **and selected activity-specific skills, using small or large apparatus** (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...).

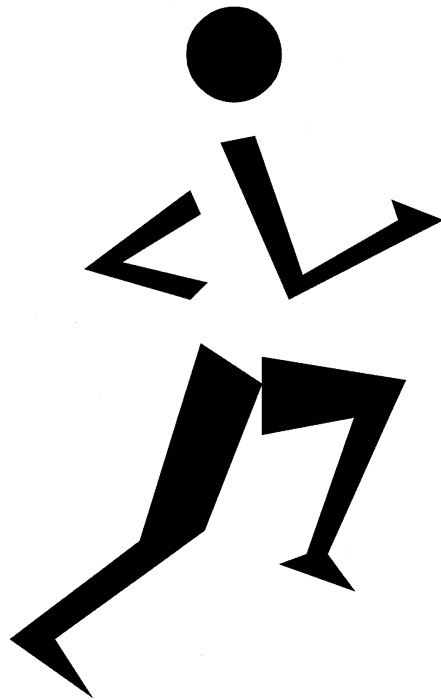
Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.

Grade 8

2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.2.8.A.1 Identify the five health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) and their importance to a balanced fitness plan.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. PE/HE: GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1) GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Rotating Reel**

Have students, in groups of three, discuss a variety of questions that deal with the five health-related fitness components and their importance to a balanced fitness plan.

Examples of Questions:

- If you participate in yoga, which health-related fitness component(s) are you using? Which are you missing?
- If you participate in gymnastics, which health-related fitness component(s) are you using? Which are you missing?
- If you participate in hockey, which health-related fitness component(s) are you using? Which are you missing?
- If you participate in weight training, which health-related fitness component(s) are you using? Which are you missing?

After each question, allow students some time to discuss it within their groups. Have one student from each group go to the next group and share the answer. As a class, briefly discuss the responses to each question before moving on to the next question. Follow up with a class discussion on what is a balanced fitness plan and why it is important.

◆ **Word Splash**

Have students create a Word Splash (see *Success for All Learners* 6.28) that includes the specific activities/terms associated with the five health-related fitness components. Ask students to include an answer key with the definitions to post so that others can check meanings if they are unsure. Have students participate in a Word Splash as a warm-up or cool-down activity.

◆ **What’s Behind You?**


Display a poster of terms and definitions of the health-related fitness components on the wall. Using the What’s Behind You? strategy, organize students into pairs. Have one student stand with his or her back to the poster and the other stand facing it. The student facing it asks the partner specific teacher-generated question(s) related to the poster content. Partners switch roles when one student provides the correct answer. Partners may give hints when they are first learning.

Variation: Students can make up questions related to the poster content to ask their partner.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

A small, detailed illustration of a sneaker with stripes, located in the bottom right corner of the large empty rectangular box.

◆ **Questioning/Interview: Rotating Reel**

Peer Assessment: Inventory

By asking questions, have small groups of students identify the five health-related fitness components and their importance to a balanced fitness plan.

◆ **Paper and Pencil Task: Word Splash**

Teacher Assessment: Checklist

Have students create their own Word Splash and answer key with definitions, using specific terminology associated with health-related fitness components and their importance to a balanced fitness plan. Check the Word Splash sheets using the following criteria.

Suggested Criteria:

Students

- identified the main terms associated with the health-related fitness components
- provided correct definitions

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.8.C.1a Identify the names of muscle groups and specific muscles (i.e., biceps, triceps, pectorals, abdominals, quadriceps, deltoids, trapezius, latissimus dorsi, hamstrings, hip flexors) **and primary action** (i.e., flexion, extension, abduction, adduction, rotation) **across the various joints** (e.g., knee, elbow, hip...).

Curricular Connections

ELA:

GLO 3—Manage ideas and information.

PE/HE:

GLO 2—Fitness Management (K.2.7.C.1a)

SUGGESTIONS FOR INSTRUCTION

◆ **Warm-up Stretch**

Have students perform a variety of stretches during the warm-up of each class and indicate the muscle names, their primary actions, and joints involved. After the warm-up activity, have students complete a chart such as the following.

Muscle Chart		
Muscle	Primary Action	Joint Involved
Biceps	flexion, supination	elbow
Triceps	extension	elbow
Pectorals	flexion, adduction, rotation (medial)	shoulder
Abdominals	flexion	spinal column (between vertebrae)
Quadriceps	extension	knee
Deltoids	abduction, flexion, extension	shoulder
Trapezius	extension	spinal column (between vertebrae)
Latissimus Dorsi	extension, adduction, rotation (medial)	spinal column (between vertebrae)
Hamstrings	flexion, extension	knee
Hip Flexors	flexion, extension	hip

◆ **Rotating Reel**

Have students, in groups of three, discuss a variety of questions that deal with muscles and the primary actions that they perform.

Examples of Questions:

- Hamstrings allow the knees to bend so that the feet move towards the buttocks. What is the name for this action?
- What is the name for the action of the knee when you kick a ball?

After each question, allow students some time to discuss it within their groups. Have one student from each group go to the next group and share the answer. As a class, briefly discuss the responses to each question before moving on to the next question.



TEACHER NOTES

Display posters around the gym to assist students in learning the locations of muscles and their actions.

Use appropriate terms when explaining or demonstrating different exercises, where possible. Ensure that students understand the basic movements of each major muscle group or specific muscle identified in learning outcome K.2.8.C.1a and the meaning of the terms flexion, extension, abduction, adduction, and rotation in relation to the body.

Also see Appendix I: Glossary for definitions of terms.

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Have students write a quiz to determine their knowledge of muscle names, locations, actions, and the joints involved in the actions. In the quiz, include a diagram of the human body and have students identify the correct location of muscles.



Refer to BLM 7–3: Muscle Mania.

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Have students identify the names and the primary actions of muscles by completing a Word Splash (see *Success for All Learners* 6.28) and answer key with definitions.

◆ Questioning/Interview: Rotating Reel

Peer Assessment: Inventory

Have students, in groups of three, discuss a variety of questions that deal with muscles and the primary actions that they perform.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.2.8.C.1b Explain the effects of exercise on use (i.e., increased size and strength of muscles, ligaments, and tendons; increased muscular capillary action; hypertrophy) **and overuse** (i.e., fatigue, injury, muscle soreness) **of muscles.**

Curricular Connections


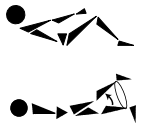

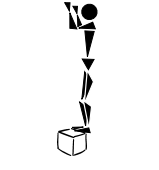




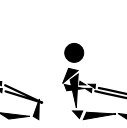

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

SUGGESTIONS FOR INSTRUCTION

◆ **Myth: No Pain, No Gain!**

Have students participate in the following circuit activities focusing on muscular strength and endurance. Discuss the effects of exercise on use and overuse of muscles.

Sample Circuit Activities	
<ul style="list-style-type: none"> • Push-ups (upper body—muscular strength) <ul style="list-style-type: none"> — tighten abdominal muscles — keep back straight — bend elbows to a 90° angle — lead with the chest 	
<ul style="list-style-type: none"> • Partial Curl-ups (lower body—muscular endurance) <ul style="list-style-type: none"> — reach hands forward to try to touch kneecaps 	
<ul style="list-style-type: none"> • Hamstring Curls (lower body—muscular endurance) <ul style="list-style-type: none"> — use surgical tubing — lie on floor on belly — bend knee and move foot towards the head up to a 90° angle — keep both hips on floor 	
<ul style="list-style-type: none"> • Medicine Ball Partner Pass (upper body—muscular strength) <ul style="list-style-type: none"> — pass and catch — bend arms and legs when catching to absorb the force 	
<ul style="list-style-type: none"> • Calf Raises (lower body—muscular endurance) <ul style="list-style-type: none"> — place toes on an elevated area to obtain full range of motion in ankles — keep body tall <p>Variation: Put one foot behind the other to work out one leg, and then switch to the other leg.</p> 	
<ul style="list-style-type: none"> • Chest Muscle Extensions (upper body—muscular strength) <ul style="list-style-type: none"> — use surgical tubing, with one end in each hand — stretch tubing by moving hands sideways and release slowly 	
<ul style="list-style-type: none"> • Biceps Curls (arms—muscular strength) <ul style="list-style-type: none"> — stand on surgical tubing, with one end in hand — stretch tubing by bending elbow up to chest 	
<ul style="list-style-type: none"> • Triceps Extensions (arms—muscular strength) <ul style="list-style-type: none"> — use surgical tubing — raise and bend arm so elbow points to ceiling — reach down and behind with other arm, holding wrist straight — keep resistance on tubing 	
<ul style="list-style-type: none"> • Squats (legs—muscular strength) <ul style="list-style-type: none"> — squat as if sitting in a chair, weight on heels — ensure knees do not go past toes (no less than 90° bend) — keep head up 	
<ul style="list-style-type: none"> • Seated Row (upper body—muscular strength) <ul style="list-style-type: none"> — place tubing around feet, so it is tight — have palms facing each other — lift back and chest — squeeze shoulder blades while pulling back 	



TEACHER NOTES

Teach proper lead-up techniques and execution of exercises.

Encourage students to perform each circuit activity slowly using the correct technique at each activity station. Have students spend approximately two minutes at each station.

Include questions related to the effects of exercise on muscles as part of a fitness journal.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Myth: No Pain, No Gain!**

Teacher Assessment: Inventory

At the completion of the circuit, meet as a class and discuss how the exercised muscles feel.

◆ **Questioning/Interview: All Fitness Circuits**

Teacher Assessment: Inventory

Have students complete an Exit Slip called Circuit Talk, using the following suggested questions.

Circuit Talk



Name _____ Date _____

1. What was your favourite station in the circuit? Explain.

2. What skill or station activity was the most challenging for you? Explain.

3. Pick an exercise and explain its effects on your muscle development.

4. Explain what would happen if you overused a specific muscle or muscle group.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.2.8.C.2 Describe ways to apply the FITT principle (i.e., frequency, intensity, time, and type of activity) to health-related fitness components (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition...).</p>	<p>◆ Personal Fitness Record</p> <p>Each term, have students do the following:</p> <ol style="list-style-type: none"> 1. Choose one or more of the health-related fitness components they want to improve. 2. Set a goal for the health-related fitness components they want to improve. 3. Using the FITT principle, develop an action plan to assist in reaching the goal. 4. Keep a daily log, recording all activities they performed while working towards the goal. <p>Variation: Have students, in the last term of the school year, assess all the health-related fitness components.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1) GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)</p> </div>	<p> Refer to BLM 7–6: Personal Fitness Record.</p> <p>◆ Active Living Log</p> <p>Have students keep track of their participation in physical activities on a monthly basis, using agendas, Active Living Logs, or Active Living Calendars, and describe how they incorporate the FITT principle and the health-related fitness components into their regular exercise routines.</p> <p> Refer to BLM G–14: Active Living Calendar and BLM G–15: Active Living Log.</p>
	<p>◆ Design a Workout</p> <p>Divide students into small groups and give each group a scenario, with instructions to state the problem identified in the scenario, specify the health-related fitness component(s) involved and/or missing, and then use the FITT principle to suggest how to achieve benefits/improvements.</p> <p>Sample Scenarios:</p> <ul style="list-style-type: none"> • Lindsay and her teammates are training for the Manitoba Marathon Relay. Lindsay is not crazy about running but, because she doesn't want to let down her teammates, she must get ready for the relay. She knows that there are other ways to train aerobically. Can you help her? • Adam has begun football tryouts and the practices are making him very tired. He did weight training for months leading up to the tryouts and cannot understand his situation. Describe how he could have trained to make his tryouts more successful.



TEACHER NOTES

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating his or her goal and action plan. Have students use their agenda books to keep track of their participation in physical activities each month. Use a monthly calendar to record the physical activities in which students participate.

Ensure that students are able to recognize all the components of the FITT principle:

F = frequency

I = intensity

T = time

T = type of activity



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Personal Fitness Record**

Self-Assessment: Inventory

Have students record their action plans as they apply to their goals.

Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write action plans using the FITT principle for the health-related fitness components
- keep a daily activity log

◆ **Observation: All Activities**

Teacher or Peer Assessment: Checklist

Have students form groups of four, designating one student as the recorder, another as the timekeeper, and one or two as the presenter(s). Have each group develop a task for each component of the FITT principle and present the group's results to another group or to the entire class.

Suggested Criteria:

Students are able to

- describe the FITT principle
- provide an example or task to match each component of the FITT principle

◆ **Performance Task: Design a Workout**

Peer Assessment: Checklist

Have students, in small groups, work on a given scenario. For each scenario, have students do and report on the following:

- Identify the problem.
- Identify the health-related fitness component(s) involved.
- Identify the health-related fitness component(s) missing.
- Use the FITT principle to suggest how to achieve benefits/improvements.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.2.8.C.3 Identify three stages (i.e., indirect, direct, identical) of activity-specific warm-ups and examples of each stage for specific physical activities (e.g., a soccer warm-up could include light running, specific leg-stretching exercises, easy dribbling/passing drills...).</p>	<p>◆ Warm-up Stages</p> <p>Have students participate in the following activity-specific warm-ups. Ask them to identify the stage of warm-up that they are experiencing.</p> <ol style="list-style-type: none"> 1. Indirect Stage—Basketball: Have students do the following warm-ups: <ul style="list-style-type: none"> • 4 jogging laps around the gym • 20 line jumps • 10 push-ups • 15 curl-ups • stretches (arms and legs) 2. Direct Stage—Basketball: Have students, on one side of a basketball court, perform the following warm-ups: <ul style="list-style-type: none"> • Do lay-ups in two lines—one as shooters, one as rebounders. • Perform a three-person weave from the centre line towards a basketball hoop. 3. Identical Stage—Basketball: Have students perform the following warm-ups: <ul style="list-style-type: none"> • Practise a “give and go” with groups of three from the centre line towards a basketball hoop. • Add defence and play “three on two.” <p>Variation: Discuss with students the types of warm-ups they do when they participate in school- or community-based sports or physical activities.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> </div>	

**TEACHER NOTES**

Ensure that students understand the importance of doing warm-ups before and cool-downs after participating in physical activities. They also need to understand that warm-ups should be designed with the specific sport or physical activity in mind.

Encourage students to research information related to the sports or physical activities of interest to them, either those they are currently involved in or would like to try.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Warm-up Stages**

Teacher Assessment: Inventory

In daily warm-ups, ask students to indicate, with a show of hands or by running to posted signs (indirect, direct, or identical), which stage or type of warm-up they are performing.

Suggested Criteria:

Look for correct identification of the stages of activity-specific warm-ups:

- indirect stage
- direct stage
- identical stage

PRESCRIBED LEARNING OUTCOMES

Students will...

K.2.7.C.4 → K.2.8.C.4 Identify personal factors and preferences for choosing physical activities (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) **for fitness and health.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

SUGGESTIONS FOR INSTRUCTION

◆ **Chalk Talk**

As a class, brainstorm ideas for why people choose specific physical activities in which to participate.

◆ **Do It for Yourself**

Have students fill out a questionnaire that helps them to identify the personal factors and preferences that affect their choice of physical activities.

Examples of Questions:

- In what sports or physical activities do you like to participate?
- What sports or physical activities do you like to do with your friends for enjoyment?
- What sports or physical activities do you like to do outdoors? In winter? In summer?
- What motivates you to participate in physical activities or sports? Rank the following reasons or motivating factors in order of importance:
 - health benefits
 - weight management
 - love for the outdoors
 - time with friends
 - challenge associated with competition
 - fun/enjoyment
 - skill improvement
 - stress reduction
 - other

**TEACHER NOTES**

Discuss the issues that discourage students from participating, especially those related to female participation in physical activity. Contact the Manitoba Physical Education Teachers Association (MPETA) for resources that address this concern.

For more ideas, see *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 3* (CAHPER/CIRA).

Aboriginal Link:

Choose traditional Aboriginal games that provide challenges for developing strength, eye-hand coordination, and target/accuracy skills.

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Learning Log: All Activities**

Self-Assessment: Inventory

Ask students to write a journal entry describing the types of activities in which they participate most often and explain why.

Have students share their entry with others using a mixer-type activity such as Think-Pair-Share (see 5–8 *ELA*, Strategies–15).

Suggested Criterion:

Students are able to

- understand that people participate in activities regularly when the activities are enjoyable, done with a friend, and so on

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.2.8.A.1a Participate in fitness activities that use the FITT principle and contribute to personal health-related fitness goals.

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b)

GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1)

GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)

SUGGESTIONS FOR INSTRUCTION

◆ **Personal Fitness Record**

Each term, have students do the following:

1. Choose one or more of the health-related fitness components they want to improve.
2. Set a goal for the health-related fitness components they want to improve.
3. Using the FITT principle, develop an action plan to assist in reaching the goal.
4. Keep a daily log, recording all activities they performed while working towards the goal.

Variation: Have students, in the last term of the school year, assess all the health-related fitness components.



Refer to BLM 7–6: Personal Fitness Record.

◆ **Participation Exit Slip**

Have students develop a participation rubric that clearly outlines the behaviours that show active participation in fitness activities. (Refer to the example below.) Post this rubric in the gym and, at the end of each class or many times throughout the year, have students line up, in alphabetical order (by last name), and report their participation for the day using the rubric. Collect these data and discuss the results with students individually.

Participation Rubric	
Rating	The student is
4	<ul style="list-style-type: none"> • consistently ready to participate, highly involved, and on task
3	<ul style="list-style-type: none"> • frequently ready to participate, highly involved, and on task
2	<ul style="list-style-type: none"> • sometimes ready to participate, highly involved, and on task
1	<ul style="list-style-type: none"> • rarely ready to participate, highly involved, and on task



TEACHER NOTES

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating his or her goal and action plan.

Make adaptations or modifications for students with special needs or medical conditions in order to facilitate participation.

Provide alternative activities for those students who are not able to participate fully.

For more ideas, see *The Canadian Active Living Challenge: Leader's Resource Tool Kit, Program 3* (CAHPER/CIRA).

The four components of the FITT principle are:

F = frequency

I = intensity

T = time

T = type of activity

Physical inactivity is a growing health issue with the adoption of a sedentary way of living and the increased use of technology.

Encourage students to be active every day. Use motivational strategies such as doing physical activity interest surveys, providing choice, positive encouragement, enjoyable learning experiences, and a “non-threatening” environment, being a positive role model, and encouraging all students to participate in physical activities.

Students are encouraged to work within their target heart-rate zones so that they accumulate 60 minutes of moderate physical activity and 30 minutes of vigorous physical activity daily to achieve health



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Personal Fitness Record**

Self-Assessment: Inventory

Have students write an action plan for a health-related fitness goal using the FITT principle and then record the activities in which they participated during a given time frame to work towards achieving their goal.

Suggested Criteria:

Students should be able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily physical activity participation log

◆ **Performance Task: All Activities**

Self-Assessment: Inventory

Have students rate their activity participation using a rubric developed by the class (or see the example on the previous page). Other criteria could be added.

Suggested Criteria:

The student

- participates in warm-up and cool-down activities in an appropriate manner
- performs exercises/activities that contribute to personal fitness development

TEACHER NOTES (continued)

benefits associated with participation in physical activities (see *Canada's Physical Activity Guide for Youth*: <http://www.hc-sc.gc.ca/hppb/paguide/youth.html>).



PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.8.A.1b Participate in continuous aerobic activity related to personal target heart-rate zones.

Curricular Connections

MA:

Statistics and Probability
Number

PE/HE:

GLO 2—Fitness Management (S.2.8.A.2)

SC:

Cluster 1—Cells and Systems

SUGGESTIONS FOR INSTRUCTION

◆ **Stairway to Fitness**

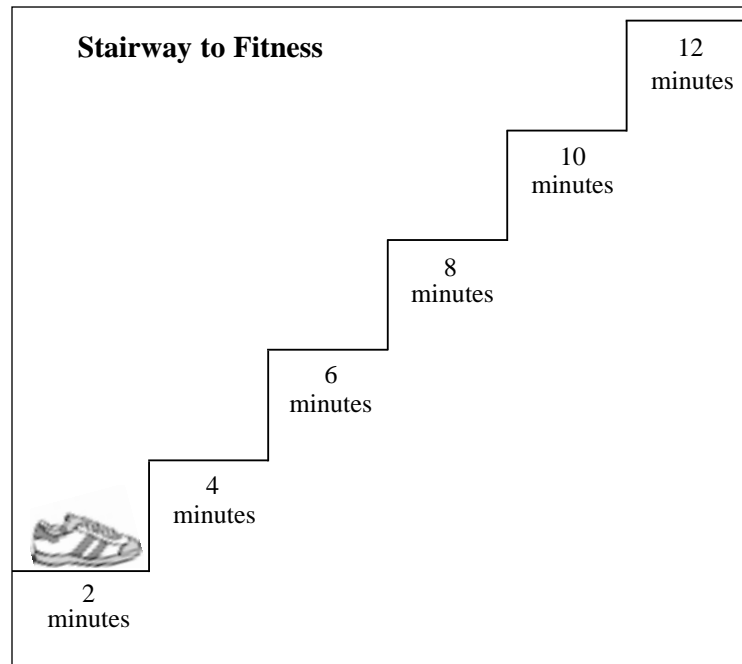
Have students perform a 12-minute aerobic walk/run using the following procedure. The goal is to be in the target heart-rate zone for 12 minutes.

Procedure for 12-Minute Walk/Run:

- Students take their heart rate on the neck every two minutes, or continuously with a heart-rate monitor.
- Students try to keep their heart rate in the target heart-rate zone.
- Students keep track of how many minutes they were in their target heart-rate zone. At the end of class, each student places a cut-out of a shoe (with his or her name on it) on a bulletin board display titled “Stairway to Fitness” (see example) at the appropriate number.

Variation: While students are running/walking, have them count the number of laps or calculate the distance that they travelled to see whether they are able to increase their distance in 12 minutes.

Example:





TEACHER NOTES

Have students participate in this learning activity every month to improve their cardiovascular fitness and to practise working in their target heart-rate zones.

See learning outcome S.2.8.A.2 for information on calculating target heart-rate zones.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Stairway to Fitness**

Self-Assessment: Inventory

Have students

- keep a log of their results after each 12-minute walk/run
- graph their results and analyze them in a journal entry

◆ **Performance Task: All Activities**

Self-Assessment: Scoring Rubric

Have students rate their participation during an aerobic activity based on the following rubric.

Scoring Rubric	
Rating	The student
3	<ul style="list-style-type: none"> • is able to sustain participation for the required time based on functional capacity
2	<ul style="list-style-type: none"> • is able to sustain participation most of the time
1	<ul style="list-style-type: none"> • takes frequent rest breaks

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.2.8.A.2 Determine personal target heart-rate zone, using simple methods (e.g., Karvonen formula, software programs...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections MA: Number PE/HE: GLO 2—Fitness Management (S.2.8.A.1b) SC: Cluster 1—Cells and Systems</p> </div>	<p>◆ Calculating Your Target Heart-Rate Zone</p> <p>Have students calculate their target heart-rate zone for moderate health zones and/or aerobic health zones (depending on their age), using the following steps. Students should stay within their target heart-rate zone while exercising.</p> <p>Example: Calculating Moderate Health Zone for 13-Year-Old</p> <ol style="list-style-type: none"> 1. Maximum heart rate for a 13-year-old is 220. 2. Calculate maximum heart rate by subtracting age. $220 - 13 = 207$ 3. Multiply this number (207) by 50%. $207 \times 0.50 = 103.5$ 50% of maximum is 104 beats per minute. 4. Multiply this number (207) by 70%. $207 \times 0.70 = 144.9$ 70% of maximum is 145 beats per minute. <p>The target heart-rate zone for a 13-year-old is 104 to 145 beats per minute (bpm).</p> <p>Variation: Students can use these numbers and calculate their target heart-rate zone for a 10-second count by dividing each number by 6.</p> <p>Example: $104 \text{ bpm} \div 6 = 17$ (approximately) $145 \text{ bpm} \div 6 = 24$ (approximately)</p> <p>The target heart-rate zone is 17 to 24 beats per 10-second count.</p> <p>Note: Use the same steps to calculate the aerobic health zone (70% to 85%).</p>



TEACHER NOTES

A **target heart-rate zone** is the heart rate within which the heart should beat to achieve the desired physiological benefits.

To develop aerobic capacity, the heart rate must reach a heart-rate range or zone to achieve the desired physiological benefits. Target heart-rate zones are calculated based on a percentage of maximum heart rate ($220 - \text{age}$).

For example:

- Moderate health zone (moderate intensity)—50% to 70% of maximum heart rate.
- Aerobic health zone (vigorous intensity)—70% to 85% of maximum heart rate.

(U.S. Department of Health and Human Services *et al.* 32)

Another method for calculating students' target heart-rate zones is the Karvonen method, which looks at the resting heart rate. For more information, see pages 25 to 31 and 73 to 74 of *Lessons from the Heart* (Kirkpatrick and Birnbaum) and pages 14 to 16 of *Fitness for Children* (Hinson).

Some teachers choose to use a 60% to 80% range rather than 50% to 70% (moderate intensity) and 70% to 85% (vigorous intensity) as an average of both. Also, when calculating target heart-rate zones, individual fitness levels and physical abilities need to be taken into consideration.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Calculating Your Target Heart-Rate Zone**

Teacher Assessment: Inventory

Students should be able to calculate the target heart-rate zone for any age. Have them ask their parents or other family members for their age and calculate their target-heart rate zone.

◆ **Paper and Pencil Task: Calculating Your Target Heart-Rate Zone**

Teacher Assessment: Quiz

Have students write a quiz to determine their knowledge about calculating target heart-rate zones for a variety of ages (e.g., 20-year-old, 35-year-old).

◆ **Journal/Reflection: Calculating Your Target Heart-Rate Zone**

Self-Assessment: Inventory

Have students

- record their target heart-rate zone in their journals
- calculate other target heart-rate zones for people of different ages, such as their parents, and record the information in their journals
- write a journal entry about how they will be able to use this target heart-rate zone in their physical education class

◆ **Questioning/Interview: Calculating Your Target Heart-Rate Zone**

Teacher Assessment: Inventory

Suggested Criterion:

Students should be able to

- state their target heart-rate zones as they participate in future physical education classes

PRESCRIBED LEARNING OUTCOMES

Students will...

S.2.8.A.3a Assess the level of ability in one or more health-related fitness components (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility) of physical fitness.

Curricular Connections

MA:

Statistics and Probability
Number

PE/HE:

GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b)

GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1)

GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)

SC:

Cluster 1—Cells and Systems

SUGGESTIONS FOR INSTRUCTION

◆ **Fitness Assessments**

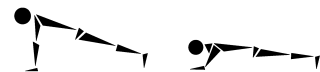
Choose from the following list of assessment tasks pertaining to each of the health-related fitness components, or use other tasks or tests that are safe and reliable.

Cardiovascular Endurance:

- **6-, 8-, 10-, or 12-Minute Run:** Students count the number of laps completed in the time of the run.
- **Leger Beep Test:** This test uses an audiotape to control timed runs over a measured course, and an audio tone communicates timing information for the test subjects (runners). The tests are run continuously until the subjects can no longer continue or start to miss (arrive late at lines). The highest running pace and number of repetitions that the runner can accomplish successfully is then the player's rating.
- **Walk Test:** Available online at <<http://www.motivationstation.net>>.

Muscular Strength and Endurance (specific to muscle groups):

- Push-ups (full or modified)



- Pull-ups



- Curl-ups (cadence controlled)



- Bench-Steps



Flexibility:

- Modified Sit and Reach (one leg bent)



- Shoulder Stretch





TEACHER NOTES

A variety of fitness tasks or tests have traditionally been used to measure health-related fitness components. Before choosing a fitness-assessment task, check for reliability, validity, developmental appropriateness, ease of administration, and safety considerations. Use fitness testing or assessment as a strategy to help students monitor their own progress and set personal goals.

Beep tests can be ordered from:
Fitness Appraisal Certification
U de Montreal Kinesiologie,
CP 6128 Succursale Centre-ville,
Montreal QC H3C 3J7
Fax: 514-343-2181

Focus on fitness management and motivation towards participation in physical activity. Comparing students' scores and using extrinsic awards are discouraged.

The use of individual goal-setting techniques encourages students to focus on personal improvement and progress towards achieving personal goals rather than on comparisons.

Muscular strength and endurance components can be trained together. Activities may focus on strength for some students and endurance for others, depending on the number of repetitions they are capable of performing.

For information related to fitness assessment, refer to

- *Fitness Education for Children* (Virgilio)
- *Physical Best Activity Guide* (AAHPERD)
- *FITNESSGRAM® 6.0 Test Kit* (The Cooper Institute for Aerobics Research)



SUGGESTIONS FOR ASSESSMENT

◆ Journal/Learning Log: Personal Fitness Record

Self-Assessment: Inventory

Have students choose a number of exercises or assessment tasks that measure health-related fitness components. Explain proper technique, safety precautions, and procedures for each task.

Have students practise the exercise or task, perform and assess it to determine their personal best, and set goals for personal improvement. Ask them to record this information.



Refer to BLM 7–6: Personal Fitness Record.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.2.7.A.3b ⇒ S.2.8.A.3b Chart own fitness results (e.g., using information technology...) **throughout the year to determine effects of activity participation and/or specific training on personal progress.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

MA:

Statistics and Probability

PE/HE:

GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b)

GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1)

GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)

SUGGESTIONS FOR INSTRUCTION

◆ Personal Fitness Record

Each term, have students do the following:

1. Choose one or more of the health-related fitness components they want to improve.
2. Set a goal for the health-related fitness components they want to improve.
3. Using the FITT principle, develop an action plan to assist in reaching the goal.
4. Keep a daily log, recording all activities performed in working towards the goal.

Variation: Have students, in the last term of the school year, assess all the health-related fitness components.



Refer to BLM 7–6: Personal Fitness Record.

**TEACHER NOTES**

For information on teaching considerations and implementation guidelines related to fitness, refer to Guidelines for GLO 2—Fitness Management in the Overview of this document.

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating the student’s goal and action plan.

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Learning Log: Personal Fitness Record**

Self-Assessment: Inventory

1. After completing the assessment of the health-related fitness components, have students set goals and record, in their learning logs, any activities in which they participate to attain their goal.
2. After reassessing their health-related fitness components, have student write a journal entry about whether or not they were successful in reaching their goal and explain why or why not.

Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log



Fitness Management Outcomes: Grade 8



Knowledge

- K.2.8.A.1 Identify the five health-related fitness components** (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) **and their importance to a balanced fitness plan.**
- K.2.8.C.1a Identify the names of muscle groups and specific muscles** (i.e., biceps, triceps, pectorals, abdominals, quadriceps, deltoids, trapezius, latissimus dorsi, hamstrings, hip flexors) **and primary action** (i.e., flexion, extension, abduction, adduction, rotation) **across the various joints** (e.g., knee, elbow, hip...).
- K.2.8.C.1b Explain the effects of exercise on use** (i.e., increased size and strength of muscles, ligaments, and tendons; increased muscular capillary action; hypertrophy) **and overuse** (i.e., fatigue, injury, muscle soreness) **of muscles.**
- K.2.8.C.2 Describe ways to apply the FITT principle** (i.e., frequency, intensity, time, and type of activity) **to health-related fitness components** (e.g., cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition...).
- K.2.8.C.3 Identify three stages** (i.e., indirect, direct, identical) **of activity-specific warm-ups and examples of each stage for specific physical activities** (e.g., a soccer warm-up could include light running, specific leg-stretching exercises, easy dribbling/passing drills...).
- K.2.7.C.4** \Rightarrow **K.2.8.C.4 Identify personal factors and preferences for choosing physical activities** (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) **for fitness and health.**

Skills

- S.2.8.A.1a Participate in fitness activities that use the FITT principle and contribute to personal health-related fitness goals.**
- S.2.8.A.1b Participate in continuous aerobic activity related to personal target heart-rate zones.**
- S.2.8.A.2 Determine personal target heart-rate zone, using simple methods** (e.g., Karvonen formula, software programs...).
- S.2.8.A.3a Assess the level of ability in one or more health-related fitness components** (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility) **of physical fitness.**
- S.2.7.A.3b** \Rightarrow **S.2.8.A.3b Chart own fitness results** (e.g., using information technology...) **throughout the year to determine effects of activity participation and/or specific training on personal progress.**

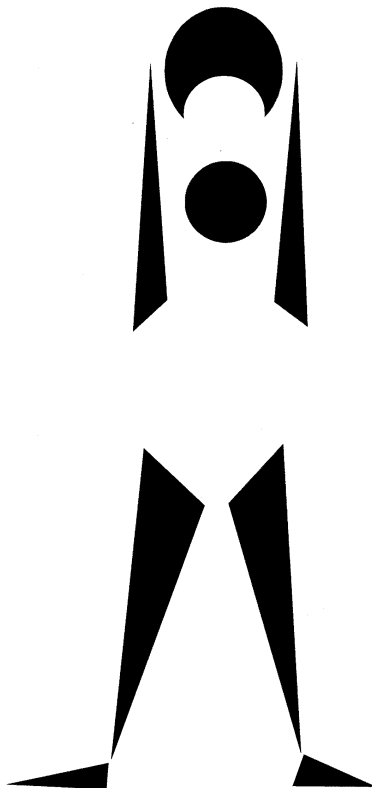
Attitude Indicators

- 2.1 Show an interest in and responsibility for personal fitness.
- 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness.
- 2.3 Show respect and acceptance for physical and performance limitations of self and others.

Grade 8

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES			
<i>Students will...</i>			
<p>☐ K.3.8.A.1 Determine safety rules, routines, and procedures related to selected physical activities, including net/wall and target-type activities (e.g., not entering a racquet sport court when play is in progress, retrieving shot-put/discus only on signal in a group situation...).</p>			
<table border="1"> <tr> <td data-bbox="123 680 358 705">Curricular Connections</td> </tr> <tr> <td data-bbox="123 711 199 737">PE/HE:</td> </tr> <tr> <td data-bbox="123 739 420 764">GLO 1—Movement (K.1.8.C.1)</td> </tr> </table>	Curricular Connections	PE/HE:	GLO 1—Movement (K.1.8.C.1)
Curricular Connections			
PE/HE:			
GLO 1—Movement (K.1.8.C.1)			

SUGGESTIONS FOR INSTRUCTION

◆ **Safety Checks**

Review the safety rules for each physical activity or game before students begin playing. At any teachable moment, stop the play and question students on what rule was just applied, why it is important, and so on. Reinforce positive and safe behaviours whenever possible.

◆ **Target Throwing for Distance**

Have students practise the proper technique for throwing a shot-put and discus. Outline the safety rules, routines, and procedures related to throwing a shot-put or discus in a competition in which the results of students’ throws are measured. While students are practising, ensure that they follow the correct procedures.

Procedures for Throwing Shot-put/Discus:

- Enter from the back of the throwing circle.
- Release the shot-put or discus without touching the front edge of the circle or stepping over it.
- Exit the throwing circle from the rear.
- Determine a signal to be designated for throwing and another for retrieving when more than one shot-put or discus is used.

**TEACHER NOTES**

For safety information, refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: All Activities**


Teacher Assessment: Frequency Index

During the activities, take note of any students who follow or who do not follow the rules, routines, and procedures related to each selected physical activity.

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Have students create a Word Splash (see *Success for All Learners* 6.28) and answer key that includes words related to safety rules, routines, and procedures for net/wall and target-type activities.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.8.A.2 Identify the risks of contraindicated exercises (e.g., deep knee bends, straight leg sit-ups, full neck rotations...) and safe exercise alternatives.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.8.C.1b)</p> </div>	
	<p>◆ Curl-up Challenge</p> <p>Have students demonstrate the different ways that they have seen a curl-up performed. Discuss each style or technique and the pros and cons associated with each. Explain to students the different styles or progressions for the curl-up, moving from simple to difficult.</p> <p>Have students</p> <ul style="list-style-type: none"> • practise the approved progressions and choose the one that they like best • find a classmate who chose the same progression and invite him or her to participate in a one-minute curl-up challenge • perform as many curl-ups in a minute as possible, and after a two-minute rest, try to do more curl-ups than they performed in the first attempt • discuss results with the partner • repeat the activity using a different progression <p>◆ How Do You Stretch?</p> <p>During a warm-up activity, have students demonstrate the proper way to perform stretches and discuss why other methods may be dangerous.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Refer to BLM 8–4: Examples of Exercise Do’s and Don’ts.</p> </div> <p>◆ Circuit Training</p> <p>Set up a fitness circuit and review or introduce the proper techniques to be used at each activity station to develop muscular strength and endurance (using bands or medicine balls) and flexibility and to avoid injury. For sample circuit activities, refer to learning outcome K.2.8.C.1b.</p>

**TEACHER NOTES**

Teachers are encouraged to keep current on the latest research, especially related to contraindicated exercises.

Remind students that the curl-up challenge is not a competition between two people but an opportunity to discuss personal performances with a classmate.

Have students record their results and revisit this activity after a few weeks to gauge personal improvement.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: The Curl-up Challenge**

Teacher Assessment: Inventory

After the activity, have students indicate with a show of hands whether they improved their performance with the second attempt.

◆ Performance Task: How Do I Stretch?

Teacher Assessment: Inventory

Have each student sign up to lead the warm-up stretch for a class. Observe each student's chosen stretches to ensure that he or she is performing them correctly.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.7.A.3 ➔ K.3.8.A.3 Justify reasons (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) for appropriate dress for selected physical activities.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Smart Dressing**

For each selected physical activity, have students fill out a questionnaire to identify the appropriate dress for participation and specify the reasons for it.

Example:

Smart Dressing	
Name of Activity _____	
Recommended Dress (including footwear)	Reasons

◆ **Mix and Match**

Give each student a card that illustrates a particular type of clothing or footwear, such as a sweater, a short-sleeved shirt, ski pants, a toque, and so on. Assign a specific environmental condition (e.g., 30° C, -10° C) and/or a physical activity (e.g., track and field meet, alpine skiing) to individual students. Have all the students who have the appropriate dress for their specific weather condition and activity form a group and line up in order, based on the clothing that would be worn from the head down to the feet. Once the lineups are completed, have each group justify to the class why the items of clothing were worn for the selected activity and weather condition.

**TEACHER NOTES**

For more information, see pages 12 and 13 of *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

**SUGGESTIONS FOR ASSESSMENT****◆ Paper and Pencil Task: Smart Dressing**

Teacher Assessment: Quiz

Have students write a quiz to determine their knowledge of appropriate dress for activities performed.

◆ Journal/Learning Log: Smart Dressing

Teacher Assessment: Checklist

Have students include the Smart Dressing questionnaire in their portfolios.

Suggested Criterion:

The student stated the reasons why the specified dress is appropriate for the selected physical activity.

Yes

No

◆ Journal/Reflection: Mix and Match

Teacher Assessment: Inventory

Have students briefly explain to the class why their piece of equipment is appropriate for the selected environmental condition and activity.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.7.A.4 → K.3.8.A.4 Investigate factors related to facilities and equipment (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) to ensure the safe inclusion of all students in selected activities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. SS: Identity, Culture, and Community</p> </div>	<p>◆ Assimilation Experience</p> <p>Have students participate in a variety of activity stations that allow them to experience how it might feel to have a special need (e.g., having a visual impairment—wearing a blindfold; a hearing impairment—wearing earplugs or headphones; a physical disability requiring the use of a wheelchair—using a scooter or a borrowed wheelchair).</p> <p>◆ Access Audit</p> <p>Have students, in groups of three or four, choose a special need related to a visual impairment, a physical disability requiring the use of a wheelchair, or a hearing impairment. Have them do a facility audit of the school, gathering safety information related facilities and equipment appropriate for the special need.</p> <p>◆ Rotating Reel</p> <p>Have students form groups of three. Ask them the following questions, one question at a time:</p> <ul style="list-style-type: none"> • What dangers are involved in a volleyball game that involves able-bodied athletes and athletes using wheelchairs on the same side of a court? • Why is eye protection used in racquet sports? • How could a person with a visual impairment be included safely and successfully in a game of badminton? • How could a person in a wheelchair train safely for a cross-country running event? <p>After each question, give students some time to discuss it within their group. Have one student from each group go to the next group and share the answer. As a class, briefly discuss the responses to each question before moving on to the next question.</p>



TEACHER NOTES

For more information, refer to the website of the Society for Manitobans with Disabilities: <http://www.smd-services.com/>.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher Assessment: Inventory

Have students work in groups to assess the school facilities for a specific special need. Have them create a report card that indicates their findings, using the following format. Ask students to comment on the safety factors related to each identified area.

Access to School Facilities

Type of impairment or special need _____

Facility Access:

- Entrance(s)/exit(s) _____
- Bathroom(s) _____
- Lunchroom(s) _____
- Classroom(s) _____
- Doorways _____
- Gymnasium _____
- Stairway(s)/Elevator(s) _____
- Light switches _____
- Air quality _____
- Windows _____
- Signage _____
- Other _____

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).</p> <div data-bbox="110 533 552 674" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information.</p> </div>	<p>◆ What Risk?</p> <p>Assign students an activity, such as in-line skating, ice hockey, ice skating, alpine skiing, wall climbing, rock climbing, or hiking, and ask them to investigate the potential safety risks involved in the activity and how these risks are dealt with to make the activity safe. Have students draw or take pictures of potential risks.</p> <p>Variation: Have students design a “Find Someone Who...” questionnaire that requires them to find someone who knows the potential safety risks for a specific physical activity.</p>
<p><input type="checkbox"/> K.3.8.A.5b Determine safe areas and opportunities for cycling and/or other similar activities in the community (e.g., in-line skating, skateboarding, walking...).</p> <div data-bbox="110 1180 552 1320" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information.</p> </div>	<p>◆ In Our Community</p> <p>Have students, in small groups, create a map of a safe route for participating in activities such as cycling, skateboarding, and walking in the community. Encourage students to chose activities in which they participate regularly.</p> <p>Variation: Have students design a route that would support safe cycling opportunities in their community and present their map to the local parks and recreation association, service clubs, or police/RCMP.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For more information, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA, et al.).

Post student responses recorded on the different pictures (see suggestions for assessment) as a culminating activity.

Encourage students to contact local/provincial sport organizations, interview athletes, or use Internet searches to find the information they need.

Aboriginal Link:

Include traditional activities from an Aboriginal perspective (e.g., snowshoeing, fishing).

◆ **Performance Task: What Risk?**

Teacher Assessment: Inventory

Have students participate in an alternative pursuit of their choice in their community using the knowledge gained through their investigations of potential safety risks and report on their experience to the class. Ask students to use pictures (e.g., drawings, photographs, videos) of potential risks as part of their presentation.

For more safety information related to cycling, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA, et al.).

Find a map of the local area that would be available for students who are unfamiliar with the community.

Refer to the Manitoba Recreational Trails Association Inc. website: <<http://www.mrta.mb.ca>>.

When planning cycling trips, teachers must check with the school administration to determine local policies and procedures and develop a risk-management plan.

◆ **Observation: In Our Community**

Group Assessment: Scoring Rubric

Have the groups present their maps of routes, as well as the safety concerns. Have groups assess each other using the following rubric.

Scoring Rubric: In Our Community		
Criteria	Rating	The group
Map of Activity Route	3	• provided a clear and detailed map
	2	• included some details on the map
	1	• provided few details on the map
Safety Concerns	3	• identified all safety concerns
	2	• omitted one or two safety concerns
	1	• omitted more than two safety concerns
Demonstration	3	• gave a clear and informative demonstration
	2	• gave a somewhat informative demonstration
	1	• gave an inadequate demonstration

Variation: Have students choose an activity for a field trip. Use student-developed maps and information when planning the field trip.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. SS: Power, Authority, and Decision Making</p>	<p>◆ The W5 of Law</p> <p>Ask students to use the Jigsaw strategy (see <i>Success for All Learners</i> 5.9) to research a law/policy that promotes personal community safety (e.g., related to drinking/driving, boating, graduated licences, zero tolerance for domestic violence, vandalism, shaken baby syndrome).</p> <p>Have students fill out a W5 Chart (see 5–8 ELA, Strategies–101), indicating</p> <ul style="list-style-type: none"> • whom the law/policy is for • what the law/policy is • when it was developed • why it was developed • where it was developed <p>On the back of the sheet students indicate some of the pros and cons of this law/policy. (What are its strengths/limitations?) Encourage students to find examples of the law/policy being implemented (e.g., in news stories, on the Internet). Students may share their information during a Gallery Walk (see <i>Success for All Learners</i> 6.80).</p> <p>Variation: Engage students in a discussion related to the effectiveness of the selected laws/policies. They may follow the discussion by doing reflective analytical writing.</p> <p>◆ It’s Debatable</p> <p>Have students work in groups of four to develop and perform a debate on a law or policy related to safety.</p> <p>Examples of Topics for Debate:</p> <ul style="list-style-type: none"> • The drinking and driving law is too strict. • Youth under 12 years of age must take a boating course in order to operate a boat. • A driver’s licence is required to operate an off-road vehicle. • Helmets should be mandatory for cyclists. • Anyone accused of vandalism must do some community service.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

Sources for obtaining resources include

- local RCMP/police
- Child and Family Services
- Canadian Coastguard
- community and youth services
- Canadian Red Cross
- public health services
- public safety services
- victim support services
- clergy
- elders

Ensure that students use current, reliable, and accurate sources of information.



◆ **Performance Task: The W5 of Law**

Teacher Assessment: Scoring Rubric

Ask each group to present the selected law/policy to the class using the information on the W5 Chart. Evaluate the pros and cons of the law/policy.

Scoring Rubric	
Score	The students
3	<ul style="list-style-type: none"> • adequately researched and presented information for all categories, using the W5 format
2	<ul style="list-style-type: none"> • researched and presented information for at least three categories
1	<ul style="list-style-type: none"> • provided insufficient research information in three or more categories

◆ **Journal/Learning Log: The W5 of Law**

Teacher Assessment: Anecdotal Notes

Ask students to write a journal entry reflecting on their personal opinion related to the laws/policies presented in the class.

Suggested Criteria:

The student demonstrated the ability to provide

- extended responses to one or more of the laws/policies
- questions, comments, and observations that led to further inquiry

◆ **Performance Task: It’s Debatable**

Teacher Assessment: Rating Scale

In assessing students’ debates and performances, complete a rating scale for each group.

Rating Scale				
	4	3	2	1
The students	Superior	Good	Satisfactory	Inadequate
<ul style="list-style-type: none"> • thoroughly researched the topic 				
<ul style="list-style-type: none"> • provided factual legal information 				
<ul style="list-style-type: none"> • were persuasive and articulate 				
<ul style="list-style-type: none"> • answered questions appropriately 				
<ul style="list-style-type: none"> • asked appropriate questions during cross-examination 				

(continued)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.3.8.B.1 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Draw on the Law</p> <p>Present a variety of case scenarios to students and have them find the law or policy that applies to each scenario and evaluate its effectiveness in promoting personal and community safety.</p> <p>Examples of Scenarios:</p> <ol style="list-style-type: none">1. A 14-year-old student drove his mother’s vehicle to school.2. After a graduation dance, an 18-year-old drove home after drinking four bottles of beer.3. A 15-year-old came home, in a boat, to her cottage at 11:00 p.m. by herself.4. A man hit his sister because she refused to babysit his children one night.5. A house was broken into during the long weekend when the owners were away at the lake. Many items were stolen and some furniture was damaged.6. A young father lost control and shook his baby daughter very hard when she kept crying as he was trying to sleep.7. One evening, a group of teenagers bought some spray paint and painted designs on the school and on people’s fences.8. A cafeteria employee refused to wear a hairnet.9. A doctor in the operating room was not wearing a face mask or latex gloves.10. An ice hockey player forgot her neck guard at home.

**TEACHER NOTES**

Have students develop case scenarios related to workplace, health, and safety concerns for a job that they are interested in or for work that their parents/guardians do.

**SUGGESTIONS FOR ASSESSMENT**

(continued)

◆ Performance Task: Draw on the Law

Teacher Assessment: Checklist

Have groups of students choose a case scenario and make a class presentation of their findings, using overhead transparencies or PowerPoint slides.

Suggested Criteria:

Students can

- identify the law or policy that was broken in the selected scenario
- state the law or policy that applies to the scenario
- assess the effectiveness of the law or policy as they see it in society

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.3.8.B.3 Identify common injuries/conditions (i.e., sprains, strains, fractures, bleeding, cramps, shock) and basic first-aid procedures (i.e., seek adult help, rest, apply ice, compression, elevation, avoid touching/handling body fluids).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Better to Be Safe Than Sorry**

Indicate to students that it is difficult to tell how serious an injury is without taking an X-ray, and even then it may be difficult. It is important to treat any injury as carefully as possible to limit further injury or discomfort to the victim. Have students choose a partner and list basic first-aid procedures for common injuries/conditions (e.g., strain, sprain, fracture, dislocation, bleeding, cramps, shock), sharing their results with the class (using the REWARD, RICE, or RED model—see teacher notes). Use student results as a stimulus for class discussion on what to do and what not to do for particular injuries/conditions.

◆ **Common Conditions**

Give each pair of students a card with a location/place written on it (e.g., kitchen, playground, carpentry shop, stairway, hallway, park). Ask them to list possible injuries that could occur at the given location and indicate what they would do to help. Use a T-Chart to record the answers.

What Could Happen	How to Help

◆ **On-the-Spot First Aid**

Write several types of injuries on index cards. Have students come up one at a time to pick a card. Ask a volunteer to be the rescuer who will treat the victim in the centre of a circle. Put several objects in the centre of the circle (e.g., six to eight triangular bandages, books, magazines, pillows, towels, a ruler, a pencil). Tell the rescuer that he or she may use any object in the classroom to treat injuries. Practise first in small groups, and then in a large group.

◆ **Be Prepared**

Discuss what items should be included in a first-aid kit. Ask each student to bring to class one item to put in the kit. Have students identify what each item would be used for. Assemble and organize a first-aid kit that could be taken on field trips, used for sporting events, or kept in the classroom in the event of an injury.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Shock is the inability of the body to circulate blood to the vital organs. Shock accompanies all types of accidents and injuries. Some early signs of shock are: pale skin colour, restlessness, thirst, cool and clammy skin, increased respiration, and lacklustre eyes (vacant stare). It is important to treat the injured person for shock so that the situation does not get worse.

REWARD: First Aid for Shock

- **Rest:** Get the person to relax. The person should lie down on his or her own. Do not move the victim unless you have to.
- **Encourage:** Encourage the victim to tell you what happened and how he or she feels.
- **Warmth:** Keep the victim warm with clothing, towels, or a blanket.
- **ABC:** Check the victim’s airway, breathing, and circulation.
- **Reassure:** Keep the victim calm and let the person know he or she will be okay.
- **Drive:** Call an ambulance, if possible, to take the victim to the hospital.

RICE: Treatment for Musculoskeletal Injuries

- **Rest:** Have the victim sit down and relax.
- **Immobilize:** Keep the person in the position you found him or her. Never move a broken bone.
- **Cold:** Put ice on the injury to reduce swelling.
- **Elevate:** Keep the injured part elevated, if possible, to reduce swelling.



◆ **Performance Task: Better to Be Safe Than Sorry; On-the-Spot First Aid**

Teacher Assessment: Rating Scale

Use the following rating scale to assess students’ ability to identify common injuries/conditions and basic first-aid procedures.

Rating Scale				
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• is able to identify injuries/conditions				
• is able to treat the injuries/conditions properly				
• knows how to apply treatment to limit shock				
• performs the tasks with ease and confidence				
• other				

◆ **Paper and Pencil Task: Be Prepared**

Self-Assessment: Checklist

Have each student make a first-aid kit for use at home. Use a checklist to ensure that all necessary items are included. Have students indicate the basic first-aid procedure for which each item would be used.

TEACHER NOTES (continued)

RED: First Aid for Bleeding

- **Rest:** Ask the victim to sit or lie down.
- **Elevation:** Keep the injured part elevated to help reduce bleeding.
- **Direct Pressure:** Using a sterile dressing and a barrier device (gloves), apply direct pressure to the wound. Whenever possible, have the victim hold the dressing.

Remind students of the importance of avoiding touching or handling body fluids to prevent transmission of infections or diseases (e.g., STIs, Hepatitis, HIV/AIDS).

Invite representatives from organizations involved in first-aid training, such as the Canadian Red Cross Society and St. John Ambulance, to talk to the class about basic first aid.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. PE/HE: GLO 3—Safety (K.3.8.B.1, K.3.8.B.3)</p> </div>	<p>◆ Resource Hunt</p> <p>Have students work in pairs to find health-promoting products and services offered in their community. Ask them to write contact information on the front of an index card and write a brief description of the product or service on the back. Challenge students to find as many resources as possible. Encourage them to bring a pamphlet or a business card from the community health service/resource to keep in a filing cabinet that everyone can access.</p> <p>◆ Resource Interview</p> <p>Ask each student to interview one community service or resource person who promotes health and present findings to the class. This individual may be invited into the classroom. In preparation for the visit, generate a list of questions that students will ask. Include questions related to workplace, health, and safety concerns.</p>



TEACHER NOTES

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

Keep the resource information in a filing cabinet in alphabetical order. This file can include all the supporting resources that students collect throughout the year.

Students could check the Internet for additional resources.

Reinforce this learning outcome throughout the year when students are addressing health topics (e.g., learning outcomes K.3.8.B.1, K.3.8.B.3).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Resource Hunt**

Teacher Assessment: Checklist

Have students fill out an index card for the selected services or prepare a file containing the required information.

Suggested Criteria:

Look for

- the name and contact information
- services offered
- support information (e.g., pamphlets, cards)

◆ **Performance Task: Resource Interview**

Peer Assessment: Scoring Rubric

Select three to five students at random to assess the presentation of each student. Have them consider the following rubric.

Scoring Rubric	
Score	The student
3	<ul style="list-style-type: none"> • knows the services provided by the community service agency or resource person • provides complete contact information and knows how to access the services • presents information in an organized and systematic manner
2	<ul style="list-style-type: none"> • knows the services provided by the community service agency or resource person • knows some contact information • presents information in a manner that reflects some organization
1	<ul style="list-style-type: none"> • omits some services provided by the community service agency or resource person • omits some relevant contact information • presents information in a simple and unorganized manner

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.3.4.A.1 ⇨ S.3.8.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).</p>	<p>◆ Safety Guidelines</p> <p>Brainstorm with students the various safety guidelines and behaviours specific to various locations, activities, and pieces of equipment.</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p>	<p>Examples:</p> <ul style="list-style-type: none">• change-room procedures/rules• routines for division and use of the gym and school grounds• proper use of portable equipment (e.g., balls, racquets, floor hockey sticks, baseball bats, gymnastics mats)• use of fixed equipment (e.g., tetherball poles, playground structures, basketball backboards, baseball backstops, curtains or folding wall dividers)• reporting injuries or medical problems, equipment breakage, or hazards to the teacher <p>Have students explain why the guidelines are necessary and demonstrate rules and routines for safe activity participation and equipment use throughout the year.</p>



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activities and safe handling of gym equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

Establish rules and procedures early in the year and reinforce them throughout the year.

For information related to safety and liability, refer to Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts).

Important safety information is outlined in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students' age and mental and physical condition
- instruction is sequenced progressively to ensure safety
- students receive specific instruction about how to use and handle the equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed from the facility or field of play
- change-room rules are posted inside change room



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: All Activities

Teacher Assessment: Scoring Rubric

Use the following rubric to assess student performance related to safe participation in physical activities.

Safety Rubric	
Scale	The student
4	• consistently follows safety routines and rules in given situations
3	• frequently follows safety routines and rules in given situations
2	• sometimes follows safety routines and rules in given situations
1	• rarely follows safety routines and rules in given situations

◆ Observation: Safety Guidelines

Group Assessment: Anecdotal Notes

At the end of the class, have students note on a Safety Clipboard any safety infractions they dealt with during the class or at recess that day. Review the clipboard contents daily and review the contents with the class periodically (immediately if the infraction causes danger).



Safety Outcomes: Grade 8



Knowledge

- K.3.8.A.1 Determine safety rules, routines, and procedures related to selected physical activities, including net/wall and target-type activities** (e.g., not entering a racquet sport court when play is in progress, retrieving shot-put/discus only on signal in a group situation...).
- K.3.8.A.2 Identify the risks of contraindicated exercises** (e.g., deep knee bends, straight leg sit-ups, full neck rotations...) **and safe exercise alternatives.**
- K.3.7.A.3** ⇨ **K.3.8.A.3 Justify reasons** (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) **for appropriate dress for selected physical activities.**
- K.3.7.A.4** ⇨ **K.3.8.A.4 Investigate factors related to facilities and equipment** (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) **to ensure the safe inclusion of all students in selected activities.**
- K.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits** (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).
- K.3.8.A.5b Determine safe areas and opportunities for cycling and/or other similar activities in the community** (e.g., in-line skating, skateboarding, walking...).
- K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety** (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).

Knowledge (continued)

- K.3.8.B.3 Identify common injuries/conditions** (i.e., sprains, strains, fractures, bleeding, cramps, shock) **and basic first-aid procedures** (i.e., seek adult help, rest, apply ice, compression, elevation, avoid touching/handling body fluids).
- K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community** (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).

Skills

- S.3.4.A.1** ⇨ **S.3.8.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities** (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).

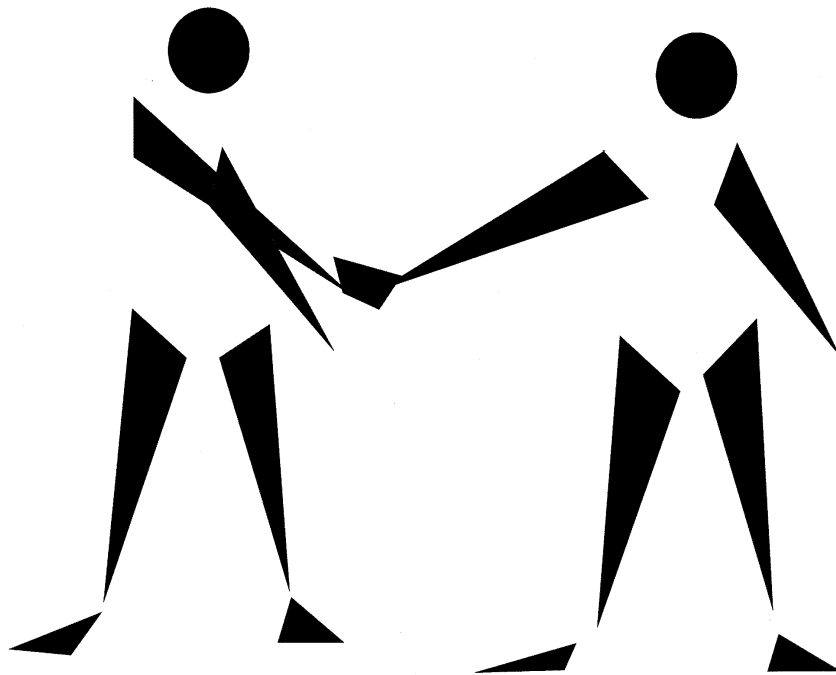
Attitude Indicators

- 3.1 Show respect for safety of self and others.
- 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.

Grade 8

4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...), **and ways** (e.g., set/review personal and group norms, standards...) **to promote acceptance of self and others.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SS:

Citizenship (Core Concept)

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

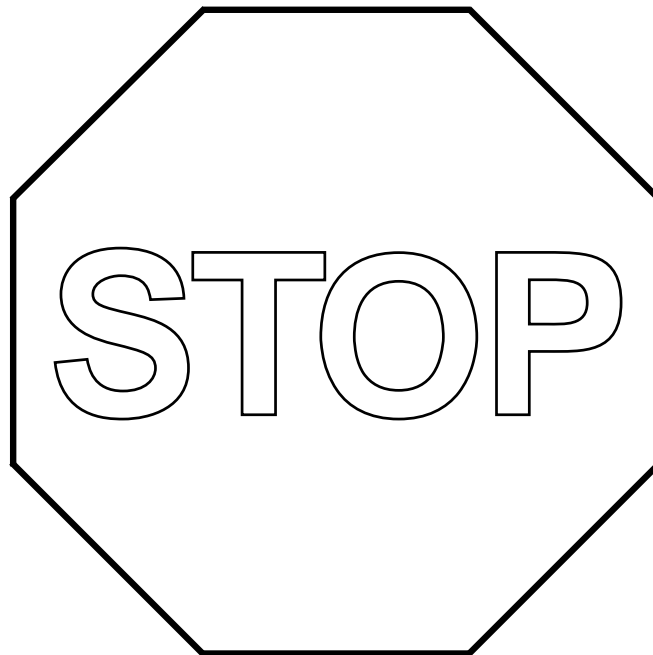
◆ **Media Search**

Ask students to

- define the term “stereotype” and discuss the effects of stereotyping
- look for examples of stereotyping in newspapers, in magazines, on the Internet, or in another media source
- present at least three examples to the class or a small group and discuss how each could be changed or modified to promote acceptance of self and others

◆ **Stop Stereotyping**

Have groups of students generate a list of ways to promote acceptance of self and others, writing their ideas in an outline of a stop sign. Have students make a plan for implementing the ideas over the next few months.





TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat this learning outcome with sensitivity. Avoid using personal examples by focusing on examples from stories, movies, and so on.

Stereotype—a generalization about the way a group of people looks, acts, or behaves.

Examples of Stereotypes:

- All nurses are female.
- Only women cook and clean.
- Men are sole providers for their families.
- Only men can be mechanics.
- Teenagers are bad drivers.
- Blonds are less intelligent.
- Male figure skaters are gay.
- You must be slim to be beautiful.
- Wearing a brand name article of clothing makes you cool.
- Motorcyclists belong to a gang.

Aboriginal Links:

For information related to Aboriginal programming, see *Native Studies: Middle Years (Grades 5–8)* (Manitoba Education and Training).

For additional Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>

◆ **Performance Task: Media Search**

Teacher Assessment: Checklist

- Observe whether the student is able to
- examine the effects of stereotyping
 - discuss ways to promote acceptance of self and others

	Yes	No
• examine the effects of stereotyping	<input type="checkbox"/>	<input type="checkbox"/>
• discuss ways to promote acceptance of self and others	<input type="checkbox"/>	<input type="checkbox"/>

◆ **Journal/Learning Log: Stop Stereotyping**

Teacher Assessment: Anecdotal Notes

Have students write a journal entry about an incident they have observed that involves stereotyping. Have them describe the situation, the effects, and possible ways to prevent or stop others from stereotyping.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.8.A.2a Develop self-monitoring strategies (e.g., keep a journal, participate with a friend...) and criteria (e.g., believable, achievable, controllable, within timelines...) in setting individual and/or group goals.</p>	<p>◆ Match the Criteria</p> <p>Have students brainstorm for criteria to use when setting a group goal. Introduce the GOALS acrostic and discuss the criteria for setting and monitoring individual or group goals.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1) GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)</p> </div>	<p>Example of GOALS:</p> <ul style="list-style-type: none"> • Goal—What is your goal? • Organized plan—How are you going to reach your goal? • Assessment of goal—Is your goal achievable? • Length—How will you identify problems and revise your goal/plan/timeline? • Support/monitor progress—Who or what will assist you to work towards attaining your goal? <p>Ask students to list examples of group goals and individual goals. Have each student write one individual goal using the suggested criteria, share the goal with a partner, and check each other’s goal for the criteria.</p>
	<p>◆ Match Makers</p> <p>Have each student</p> <ul style="list-style-type: none"> • write one personal goal to be accomplished in the next month • pick a “goal-keeper” who will act as a support and keep track of or monitor the partner’s progress <p>In pairs, have students list other self-monitoring strategies they could use (e.g., daily or weekly incentives, journal writing, calendar checks, agenda books, telephone checks, email reminders) to ensure that they achieve their goal. At the end of the month, have students share their experiences.</p>
	<p>◆ Personal Fitness Record</p> <p>Each term, have students do the following:</p> <ol style="list-style-type: none"> 1. Choose one or more of the health-related fitness components they want to improve. 2. Set a goal for the health-related fitness components they want to improve. 3. Using the FITT principle, develop an action plan to assist in reaching the goal. 4. Keep a daily log, recording all activities they performed while working towards the goal. <p>Variation: Have students, in the last term of the school year, assess all the health-related fitness components.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Suggested Criteria for GOALS Assessment:

- G** Clearly stated the goal.
- O** Outlined steps to achieve the goal.
- A** Assess progress and achievement of the goal.
- L** Located problems and revised the goal/plan/timeline as needed.
- S** Sought support and monitored progress.

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating the student's goal and action plan.



Refer to BLM 5–11: Goal Setting and BLM 7–6: Personal Fitness Record.


◆ Paper and Pencil Task: All Activities

Self-Assessment: Checklist

Have students change the following statements to include the information identified in the suggested criteria for GOALS assessment (see teacher notes):

1. I will eat properly for one week.
2. I am going to exercise more.
3. For this month I will be more understanding of others.
4. I will never be rude to anyone again.
5. I am going to read more books.
6. Our group will finish the project.
7. Our group will work together.

Have students include a list of self-monitoring strategies and criteria for achieving a goal. Have them develop a personal scoring rubric to help them self-assess and monitor their progress.

Suggested Criteria:

Look for the following:

- My goal is clear, measurable, and achievable.
- I have an organized plan.
- I have set a realistic timeline.
- I identify the barriers or problems and find ways to overcome them.
- I make adjustments as I go along.

◆ Journal/Learning Log: Personal Fitness Record

Self-Assessment: Checklist

After completing the reassessment of the health-related fitness component(s), have students reflect, in their journals, about any obstacles they faced in trying to follow their action plans.

Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.8.A.2b Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) **affect one’s planning and setting of goals.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 2—Fitness Management (S.2.5.A.3a, K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b)

GLO 4—Personal and Social Management (K.4.5.A.2b, K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1)

GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)

SUGGESTIONS FOR INSTRUCTION

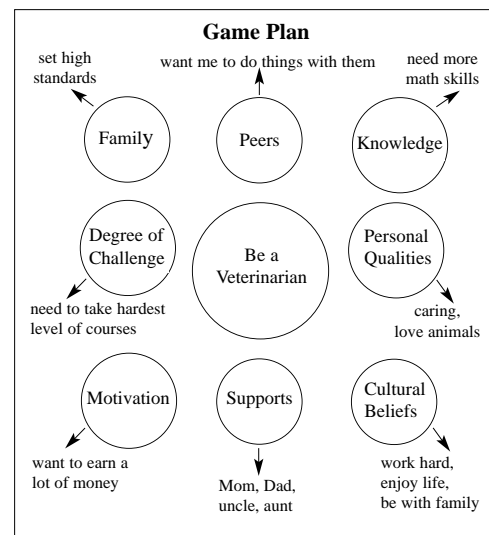
◆ **Priority Pyramid**

Discuss some of the positive and negative factors that affect personal planning and setting of goals. Ask each student to write as many factors as they know that could affect their planning and setting of goals. Have students list their factors in a pyramid, putting the factors of higher priority at the top and those of lower priority near the bottom.

◆ **Game Plan**

Have students

- put one of their personal goals in the centre of a circle
- list all the factors that affect their planning and setting of goals in smaller circles surrounding the goal
- explain how each factor affects them, using an arrow



◆ **A Survey on the Run**

Have students form groups of three or four and prepare for a relay activity.

- The first person in each group runs from one end of the gym to the other and writes on a sheet of paper a factor that may affect planning and setting of goals (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports) and then returns to the group.
- The second person does the same, and so on.
- After every relay group has completed the task two times, the first person retrieves the group’s idea sheet.

As a class, go through the group lists and record on a master list how many times certain factors were given. Graph these results.


TEACHER NOTES
Example of a Personal Goal:

To improve my cardiovascular fitness so I can run eight kilometres with ease.

Negative factors may include

- family commitments (have to babysit)
- girlfriend/boyfriend (wants more time)
- boredom/lack of interest (hard to get motivated)
- time (have to study)
- money (can not afford new runners)
- health (have asthma)

Positive factors may include

- achievement of small steps towards the large goal
- improved relationships
- improved health
- reduced stress
- greater self-esteem
- increased energy
- improved muscle tone
- weight management

Discuss that it is “okay” to disagree about the factors since situations and circumstances (e.g., different cultural beliefs, interests) vary from person to person. Factors that affect one person may not be the same for another.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>


SUGGESTIONS FOR ASSESSMENT
♦ Paper and Pencil Task: All Activities

Self-Assessment: Checklist

Have students list the factors that affect their planning and setting of goals and have them explain how these factors affect the process.

Suggested Criteria:

I have

- listed the factors that affect my planning and setting of goals
- explained how these factors affect my planning and setting of goals

♦ Journal/Learning Log: All Activities

Teacher Assessment: Checklist

Ask students to complete the following statements in their journals:

1. One factor that greatly affects my planning and setting of goals is...
2. A factor that I had not considered before this activity is...
3. I learned...

Suggested Criterion:

Students are able to explain and analyze the factors that affect their planning and setting of goals.

- Yes
- No

♦ Journal/Reflection: A Survey on the Run

Self-Assessment: Anecdotal Notes

Have students reflect, in their journals, on their participation in this relay activity and list the top three factors that affect them in planning and setting goals.

TEACHER NOTES (continued)

- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH: <<http://www.canteach.org>>



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.8.A.3 Describe the social factors (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) that affect the decision-making/problem-solving process in group situations.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.B.1a, K.4.8.B.1b, K.4.8.B.2a, K.4.8.B.2b)</p> <p>SS: Identity, Culture, and Community</p> </div>	<p>◆ Group Consensus</p> <p>Have students work in two groups of equal size to solve a problem or make a decision (e.g., what game to play, how to do a science experiment, what novel to read as a class). Once the decision has been made or the problem solved, bring the class together and discuss social factors that affected their decision-making/problem-solving process (e.g., self-esteem, interests, opinions, abilities, interpersonal skills, peer pressure, media).</p> <p>◆ Decision Making</p> <p>Have groups of students plan a field trip to a recreation facility. Ask them to decide which facility to visit and have them list the social factors that influenced their decision.</p> <p>◆ Building Relationships</p> <p>Have students describe the social factors that could affect the decision-making/problem-solving process when developing relationships with friends, parents, teachers, and so on, in different case scenarios.</p> <p>Examples of Scenarios:</p> <ul style="list-style-type: none"> • Janet wants Susan to go outside to smoke. Susan doesn't smoke and decides not to go with her. Janet is offended and stomps off. • Bob and Ken are friends and play on the same basketball team, but Ken spends more time than Bob sitting on the bench during games. Bob does not choose Ken as a partner during practices and this bothers Ken. • Many members of the class are excluding Sonya from group activities out of school. You are her neighbour and good friend, but if you include her in activities, the others will exclude you as well. <p>Variation: Have students brainstorm problems where two or more people are experiencing difficulty getting along. For each example, discuss the social factors that influence the outcome or decision made in that particular scenario.</p>


TEACHER NOTES

Students will make decisions that help them feel better and help them gain acceptance with people who are important to them, such as friends, family members, and community members.

When a student makes a decision that is different from what others want, there will be some conflict, and making a decision will be more difficult.

Some influences are positive and others are negative. Students will ultimately have to make a decision. Considering their own opinion and how it affects their decision is as important as how their decision will affect others.

Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **D**efine the topic or issues.
- **E**xplore alternatives or options.
- **C**heck alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **I**dentify possible solutions.
- **D**ecide and take action.
- **E**valuate and revise.



Refer to BLM 8–5:
DECIDE Model.


SUGGESTIONS FOR ASSESSMENT
◆ Journal/Learning Log: Group Consensus

Teacher Assessment: Anecdotal Notes

Have students answer the following questions in their journals:

1. What decisions are difficult for you to make?
2. What or who has a great influence on the decisions you make?
3. What do you do and how do you feel when someone you care about is not happy with your decisions?

Suggested Criterion:

The student is able to describe at least five social factors that affect decision making.

- Yes
 No

TEACHER NOTES (continued)
Aboriginal Link:

For information related to Aboriginal programming, see *Native Studies: Middle Years (Grades 5–8)* (Manitoba Education and Training).



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<p><i>Students will...</i></p>		
<p>☐ K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) in different contexts (e.g., sports, physical activity participation, classroom settings...).</p>		
<table border="1"> <tr> <td> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.A.3)</p> <p>SS: Identity, Culture, and Community</p> </td> </tr> </table>	<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.A.3)</p> <p>SS: Identity, Culture, and Community</p>	
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.A.3)</p> <p>SS: Identity, Culture, and Community</p>		
	<p>◆ Your Welcome Mat</p> <p>Discuss ways to show social responsibility and respect for diversity in different contexts. Have students make a welcome mat out of poster paper, listing all the behaviours that show social responsibility and respect for diversity. Have them write a slogan or motto in the middle of their welcome mat (e.g., equality for all, respect for everyone). Display the mats at the entrance to the gym or classroom.</p> <p>◆ R and R</p> <p>Have students look for examples of “Responsible and Respectful” behaviours over several months. When an R and R behaviour is observed, the class can earn a point. When a certain number of points are earned, the class can celebrate with a “Rest and Relaxation” activity (e.g., walk in nature, play a favourite game).</p> <p>◆ Who’s My Partner?</p> <p>Have students choose partners or form groups by using a variety of selection methods that promote inclusion.</p> <p>Examples:</p> <ul style="list-style-type: none"> • hair colour • eye colour • shoe size • hand size • height • names • birth date • age • shirt colour <p>◆ “Soc-it-to-me!”</p> <p>Explain the rules of play for outdoor soccer. Divide students into five teams. Set up two playing fields with two teams playing on each field. The fifth team is responsible for officiating, line-calling, timekeeping, coaching, observing, and keeping score. Switch teams so that everyone has the opportunity to play every other team and has a turn at officiating. After each game, the officiating team records the behaviours that demonstrated or did not demonstrate responsibility and/or respect for diversity. This information is given to the teacher for future discussion and follow-up.</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage students to discuss issues such as respect for officials, teamwork, cooperation, and equal participation related to sports and physical activities.

Ensure that students converse positively while they find their partners.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>



◆ **Questioning/Interview: All Activities**

Teacher Assessment: Rating Scale

Observe whether the student is able to describe behaviours that show social responsibility and respect for diversity in a variety of different contexts.

Rating Scale				
Context	4 Always	3 Frequently	2 Sometimes	1 Rarely
• Sports				
• Participation in physical activity				
• Classroom setting				
• Group or partner work				
• Community setting				
• Other				

◆ **Questioning/Interview: Who’s My Partner?**

Teacher Assessment: Inventory

Before, during, and after the selection of partners or groups, have a brief class discussion of the process. What are the advantages of using these criteria to form groups?

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SS: Citizenship (Core Concept) Identity, Culture, and Community Power, Authority, and Decision Making

SUGGESTIONS FOR INSTRUCTION

◆ **Culture Day**

Organize a culture day in the classroom or gym during which groups of students share a physical activity or a social event that promotes inclusion and cultural diversity in communities (e.g., folk dance, craft, game, traditional ceremony). Ask each group to teach the class an activity or tell about a social event from a particular culture or time period. Ensure that each activity includes everyone.

◆ **Think-Pair-Share**

After a physical education class or special event (e.g., intramural activity, assembly, class field trip), have students individually record how they personally participated and how they contributed to including and/or accepting others to promote inclusion and cultural diversity (Think). They then meet with a partner to share their thoughts (Pair). Finally, they present their reactions to the whole class (Share). (See 5–8 ELA, Strategies–15.)

◆ **Leader for a Day**

Have each student plan a “mock community event” promoting inclusion and cultural diversity. For example, a student may plan a flag day for which everyone in the community would design a flag to represent his or her culture. The class could act as community members and the student coordinating the event could play the role of a mayor, a First Nations chief, or a member of parliament for the area.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For more information related to cultural community events in Manitoba, refer to the Culture, Heritage and Tourism website at <<http://www.gov.mb.ca>>.

Aboriginal Links:

For a list of resources, refer to *Aboriginal Peoples: Resources Pertaining to First Nations, Inuit, and Métis* (Manitoba Education and Training).

For suggestions on Aboriginal games and sports, see *North American Indigenous Games*, available from The Winnipeg School Division.

◆ **Journal/Learning Log: Culture Day**

Teacher Assessment: Anecdotal Notes

Ask students to reflect on and discuss, in their journals, ways in which they could personally promote inclusion and cultural diversity in their community.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.8.B.2a Describe examples of assertive behaviours (e.g., saying “no” to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Opt Out**

Discuss examples of behaviours for resisting negative peer pressure (e.g., saying “no” to something that makes you feel uncomfortable, including others who are left out). Have half the students act as the persuaders and the other half as the resisters. The role of the persuader is to get a resister to do something negative (e.g., steal, be mean to someone, exclude someone, smoke, lie). After students have acted one role, they switch roles. As a class, discuss what each group experienced as resisters and as persuaders. Use the Looks Like, Feels Like, Sounds Like strategy or make a T-Chart to record the various responses.

Resisters	Persuaders

Variation: Form three groups and have one group act as the observers to take notes during the activity.

◆ **Personal Prediction Frame**

Have students respond to a text they have heard, read, or viewed related to teenagers resisting peer pressure. Model how to use a Prediction Frame such as the one below to reflect and develop predictions, opinions, conclusions, and new understanding.

Personal Prediction Frame				
Name _____		Date _____		
Text Heard, Read, or Viewed	Record Ideas, Observations, Experiences, Reflections	Develop Predictions	Express Opinions	Reach Conclusions or New Understanding
I heard, I read, I saw,	I observe... I thought...	I predict... I bet...	I believe... In my opinion...	I now know... I now think...

Personal Prediction Frame: Adapted from 5–8 ELA, Grade 8–10.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Discuss ways of using confident body language:

- Stand tall.
- Look ahead.
- Use a calm and clear voice.
- Keep eye contact (when culturally appropriate).
- Other

◆ **Questioning/Interview: Opt Out**

Peer Assessment: Checklist

Have students describe examples of assertive behaviours for resisting negative peer pressure. Check off the responses that students mention:

- Say “no.”
- Use confident body language.
- Use “I messages.”
- Include others who are left out.
- State your opinion.
- Do something different from the group.
- Walk away.
- Make up an excuse to leave the situation.
- Other



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.4.8.B.2b Identify roles and responsibilities (e.g., loyalty, commitment, support, respect, leadership...) **in developing positive relationships** (e.g., between friends, within families, in a sports team, band/choir...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 5—Celebrate and build community.

SS:

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

◆ **Building the Foundation**

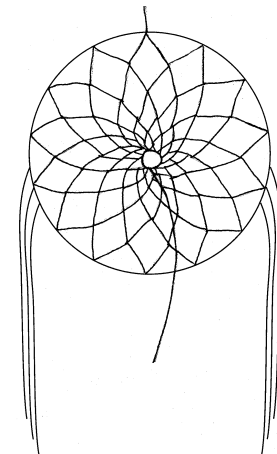
Have students identify roles and responsibilities that develop positive relationships, writing the various words and phrases on rectangular pieces of paper. Join all the rectangles (representing bricks) to symbolize the foundation of a building. Explain that the roles and responsibilities on the bricks form the solid basis or foundation on which a positive relationship is built.

Example:

Sports Team Members					
fair	honest	responsible	respectful	hard-working	loyal
considerate	committed	supportive	helpful	cooperative	

◆ **Friendship Catcher**

Have each student make a dream catcher on paper or by weaving string around a circular form. Students identify three different symbols that represent the most important roles and responsibilities in developing positive relationships and place a picture of each symbol in the dream catcher. For example, if a student believes that a friend should be able to communicate well, he or she might want to put a picture of a telephone in the catcher.



Variation: Invite someone to come to the class to teach students how to make an actual dream catcher. Ask an elder to speak about the cultural significance of the dream catcher. Encourage active listening by having students complete the LAPS Frame (see *Success for All Learners* 6.54).

◆ **Group/Peer Reflection**

Take time to debrief and reflect on successes after students have participated in a group activity or game. Discuss what went well and identify the factors that contributed to group harmony. Consider providing the class with group/peer reflection forms focusing on social interdependence to help students reflect. (See 5–8 ELA, BLMs 34, 36, and 37, for suggested forms that offer guides for reflection.)

**TEACHER NOTES**

Point out that laying the foundation for a healthy relationship should be done one brick at a time. It is difficult for most people to rush into a friendship because it is something new and unknown. Building a solid foundation for a relationship takes time, effort, practice, and patience. When the right foundation is constructed, it will last.

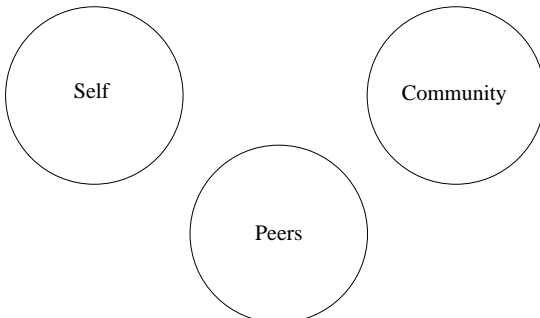
**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: All Activities**

Teacher Assessment: Inventory

Have students identify roles and responsibilities for developing positive relationships.

Look for characteristics such as

- loyalty
- honesty
- commitment
- supportiveness
- respect
- consideration
- caring
- optimism
- cooperation
- dependability
- fairness
- ability to forgive
- ability to listen
- understanding
- thoughtfulness
- patience
- politeness
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.4.8.C.1a Identify how self (e.g., accepting one’s feelings...), peers (e.g., listening supportively...), and the community (e.g., providing resources for support when needed...) contribute to the enhancement of personal health and well-being.</p>	<p>◆ Community Search</p> <p>Have students draw and label a map of their community and list people, places, and things that contribute to the enhancement of personal health and well-being (e.g., school, local gym, drop-in centres, wellness centres, nursing stations, social agencies, social workers, daycare centres, friendship centres, counsellors).</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> <p>SS: Identity, Culture, and Community</p> </div>	<p>◆ Circles of Support</p> <p>Put three circles on a board and label them Self, Peers, and Community. Have students list factors that contribute to the enhancement of personal health and well-being in each category.</p>
	<div style="text-align: center; margin: 20px 0;">  <p>The diagram consists of three circles arranged in a triangle. The top-left circle is labeled 'Self', the top-right circle is labeled 'Community', and the bottom-center circle is labeled 'Peers'.</p> </div> <p>◆ Brochure</p> <p>Have students design a brochure using a desktop publishing program (if available) or by hand. Ask students to divide the brochure into three equal sections, titled Self, Peers, and Community, and have them identify how each contributes to the enhancement of personal health and well-being.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Examples of Support Factors:

- **Self**—believing in yourself, setting achievable goals, giving to others, being the best that you can be.
- **Peers**—accepting others, encouraging others.
- **Community**—joining clubs and activities.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH:
<<http://www.canteach.org>>



◆ **Performance Task: Community Search**

Group Assessment: Scoring Rubric

Have students take their community map home and, with the participation of their parent(s)/guardian(s), apply the appropriate scoring rubric to assess the map.

Scoring Rubric	
Score	The student
3	<ul style="list-style-type: none"> • identified many of the people, places, or things in the community that contribute to the enhancement of personal health and well-being • presented information in an organized and logical format
2	<ul style="list-style-type: none"> • identified some people, places, or things in the community that contribute to the enhancement of personal health and well-being • presented information in a format that reflects some organization
1	<ul style="list-style-type: none"> • identified few people, places, or things in the community that contribute to the enhancement of personal health and well-being • presented information in an unorganized format

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.4.8.C.1b Identify stages of grieving (e.g., denial, anger, bargaining, sadness, depression, acceptance...) for understanding and supporting self and others.</p> <div data-bbox="110 533 552 779" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 5—Celebrate and build community.</p></div>	<ul style="list-style-type: none"><li data-bbox="607 323 1417 548">◆ Compassion Checklist Discuss the feelings and emotions associated with grieving. Ask students to list 10 things they could do to help support themselves and others who experience a loss/death (e.g., take homework to a friend, take a friend for a walk or out for lunch). Have students put the list into a personal file or a journal. <li data-bbox="607 590 1417 709">◆ A Story of Grieving Identify the stages of grieving experienced by a character in a novel, short story, or children’s book. <li data-bbox="607 751 1417 934">◆ Providing Support When anyone in the class experiences a loss, it is helpful for the class to brainstorm what students can do together to support the grieving person. Be aware of behaviour indicators and cultural appropriateness related to loss or grief.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Grieving—a period of sadness following a loss.

When a person is grieving, every feeling is normal. Everyone experiences grief differently. There is no wrong or right way to grieve.

Be sensitive to students who may currently be experiencing a loss. If the loss is recent, the students may wish to be excused from the class.

Provide students with time to reflect about their own personal losses. Some students will be reminded of a loss they have experienced.

Stages of Grieving:

The following stages of grieving (identified by Elisabeth Kübler-Ross) are not linear. People work through them at different rates and to various degrees. Some stages may occur more than once and in different orders:

- **Denial**—refusal to believe what has happened.
- **Anger**—easily agitated, blaming others for the loss.
- **Bargaining**—attempt to make a deal in exchange for having things the way they were before.
- **Sadness**—feeling unhappy and gloomy. May not feel motivated to do anything.
- **Depression**—feeling there is no purpose to life anymore. May be accompanied by periods of guilt and overwhelming sadness.
- **Acceptance**—realizing that life has to go on and you can accept your loss.



◆ **Observation: All Activities**

Teacher Assessment: Checklist

Determine whether the student is able to identify the stages of grieving.

- Yes
 No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.4.8.C.2 Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...).	<p>◆ Ups and Downs</p> <p>Make two large arrows on poster paper, one arrow going up (representing positive consequences of stress) and one going down (representing negative consequences). Ask students to write examples of positive and negative consequences of stress on self-adhesive notes and put their notes on the appropriate arrow (up or down). Review and discuss how stress can help and how it can hurt (e.g., stress can help us perform in a race, or it can make us too nervous and prone to injury).</p> <p>Variation: Have students use a Venn diagram to indicate whether the stress may have a positive effect, a negative effect, or both positive and negative consequences.</p> <p>◆ Chart Your Week of Stress</p> <p>Have students keep track of their stress levels at three different times throughout each day for a period of one week. Have them use a scale from 1 to 10 (with 10 being the highest level of stress possible and 1 being the lowest), and chart the results using a graph. Ask students to discuss why they think they were at each level.</p> <p>Variation: Ask students to reflect in their journals about what causes them to feel the most stress. Discuss coping methods.</p> <p>◆ Standing Conversations</p> <p>After giving students an opportunity to think about personal reactions to a stressful topic, ask them to stand and converse briefly about personal ideas and opinions. Students talk with partners for two or three minutes, comparing their reactions. As they share their thoughts and ideas, remind students to attend to verbal, as well as non-verbal, language to enhance communication. (See 5–8 ELA, Grade 8–368.)</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Consequences of Stress:

Positive consequences of stress include

- enhanced performance
- motivation
- increased energy
- constructive coping skills
- sense of personal achievement
- increase in socialization (seeking support)

Negative consequences of stress include

- freezing upon performance
- inability to concentrate
- tension
- anxiety
- illness (due to long-term stress)
- anger
- depression
- avoidance
- lack of motivation



◆ **Questioning/Interview: Ups and Downs**

Peer Assessment: Checklist

Have students explain at least five examples of both positive and negative stress.

Suggested Criteria:

The student is able to

- | | Yes | No |
|---|--------------------------|--------------------------|
| • list and explain five positive consequences of stress | <input type="checkbox"/> | <input type="checkbox"/> |
| • list and explain five negative consequences of stress | <input type="checkbox"/> | <input type="checkbox"/> |

◆ **Journal/Learning Log: All Activities**

Teacher Assessment: Anecdotal Notes

Have students write in their journals about a time that stress helped them perform or accomplish something.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.4.8.C.3 Examine the effects of stress (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) **and relaxation** (e.g., low blood pressure and heart rate...) **on body systems** (e.g., digestive, cardiovascular, endocrine...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SC:

Cluster 1—Cells and Systems

SUGGESTIONS FOR INSTRUCTION

◆ **All Systems Alert**

Divide students into groups and assign each group a body system to research. Have them present and write a report on the effects of short-term or long-term stress and/or relaxation on a particular body system (e.g., digestive, cardiovascular, endocrine, respiratory, muscular). Encourage students to bring to class models, visuals, activities, and experiments to share with their peers.

◆ **Stress and Heart Rate**

Have students brainstorm all the stressful things they can think of in 10 minutes. Remind them to think of examples related to emotional, social, physical, and/or environmental stressors. Share results. Ask students to predict how stress would affect the heart rate.

Examples of Stress:

The following chart lists some typical stressors for some people. (Note that every person has his or her own list of potential stressors.)

Common Stress			
Environmental	Social	Mental	Physical
Overcrowding	Moving to a new home or school	Death of a family member	Sports
Noise	Dating	Divorce of parents	Exercise
Air pollution	Peer pressure	New family makeup	Illness or injury
Hot/cold weather	Being alone	Poor grades	Having surgery



TEACHER NOTES

Stress—the body’s response to the demands of life stressors, which can be mental, emotional, social, physical, or environmental (Swaim and Edwards 40).

Remind students that everyone experiences stress to different degrees. Not all stress is negative. The way a person responds to stress is what will determine whether or not it has a healthy or unhealthy effect on the body.



SUGGESTIONS FOR ASSESSMENT


◆ **Performance Task: All Systems Alert**

Group Assessment: Rating Scale

Give each group the opportunity to assess one of the presentations.

All Systems Alert: Assessment of Group Presentation				
Names of group members _____				

Body system presented _____				
In the chart below, fill in the appropriate number from 1 to 4 using the rating scale provided.				
Rating Scale				
Group Presentation	4 Exceptional	3 Thorough	2 Satisfactory	1 Inadequate
• Definition of terms				
• Description of causes				
• Explanation of effects of stress on the given body system				
• Supporting visuals				
• Quality of research				
• Interest				
• Creativity				
• Other				

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.4.8.C.4a List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ Question Period</p> <p>Ask a counsellor or a community resource person to talk to the class about strategies for dealing with stress and anxiety. Before the guest presentation, have each student fill out an Admit Slip with a question for the speaker (see <i>Success for All Learners</i> 6.60). During the presentation, have students write down a list of healthy strategies and unhealthy strategies for dealing with stress and anxiety.</p> <p>◆ Wellness Day</p> <p>Have each pair of students develop a wellness activity to share with the class.</p> <p>Examples of Wellness Strategies:</p> <ul style="list-style-type: none"> • Play soothing music. • Take a nature walk. • Exercise to reduce stress (e.g., stretching). • Practise relaxation breathing. • Make something out of clay. <p>◆ Stress Ball</p> <p>Bring to class sand, balloons, and a funnel. Have students make a stress ball by funnelling sand into the balloon. Be sure that the balloon is not too full (to prevent it from leaking). Tie the end of the balloon and have students decorate the outside of the balloon.</p> <p>Variation: Have students grip a tennis ball or another smaller ball or have them sit or lie on a mat and practise squeezing the ball (i.e., tensing and relaxing their muscles).</p> <p>◆ Speed Challenge</p> <p>Ask students to write down as many positive strategies for dealing with stress as they can in a given amount of time. See who can list the most strategies in the specified time. When the specified time is up, have students list strategies and discuss the level of stress they felt during the activity.</p> <p>◆ Coping with Stress</p> <p>Have students identify stressors in their personal life. Use the following BLM to guide their thinking and planning.</p>
	<p> Refer to BLM 8–6: Stress-Reduction Plan.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage students to use stress-management strategies in daily living. Wear and tear on the body is caused by negative stress. The ability to manage personal reactions to stress is key to preventing unhealthy physiological responses.

Instruct students on the proper use of the stress ball. When feeling tense, squeeze the stress ball for 10 seconds and then slowly release the hand. Concentrate on the hand being loose and feel every finger as it relaxes. Repeat this several times.

This technique works for some people. If this does not work for students, they might have an alternative activity or exercise to share.



◆ **Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Have students answer the following questions in their journals:

1. What is one healthy strategy for dealing with stress and/or anxiety that you will use in the future?
2. What have you learned about dealing with stress and/or anxiety?

◆ **Performance Task: Wellness Day**

Self-Assessment: Rating Scale

Have each student fill out the following rating scale after his or her activity/presentation.

Rating Scale				
Self-Assessment of Activity/Presentation	4 Exceptional	3 Accomplished	2 Adequate	1 Beginning
• Explanation of activity				
• Explanation of how to use the activity to deal with stress/anxiety				
• Presentation of information				
• Audience understanding of activity				
• Response to questions from participants				

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.4.8.A.1 Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b)

GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1)

GLO 5—Healthy Lifestyle Practices (S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)

SUGGESTIONS FOR INSTRUCTION

◆ **Making Time for Goals**

Have students continually assess and revise their personal health and academic goals throughout the school year. For more information, see activities suggested for learning outcome K.4.8.A.2a. Ask students to keep an agenda book and record all their long-term and short-term goals. Set aside some time at the beginning of each week to give students the opportunity to set new goals and revise ongoing goals.

◆ **Personal Fitness Record**

Each term, have students do the following:

1. Choose one or more of the health-related fitness components they want to improve.
2. Set a goal for the health-related fitness components they want to improve.
3. Using the FITT principle, develop an action plan to assist in reaching the goal.
4. Keep a daily log, recording all activities they performed while working towards the goal.

Variation: Have students, in the last term of the school year, assess all the health-related fitness components.



Refer to BLM 7–6: Personal Fitness Record.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Areas related to healthy living include

- nutrition
- exercise (all fitness components)
- friends/family—social participation
- school/academic responsibilities

Have each student write a contract, to be signed by the student, teacher, and parent/guardian, indicating the student's goal and action plan.

◆ **Journal/Learning Log: Making Time for Goals**

Teacher Assessment: Checklist

Have students do the following:

- List three goals that would enhance personal health and well-being.
 1. _____
 2. _____
 3. _____
- Discuss three ways in which the goals could be revised to make them easier or more difficult to achieve.
 1. _____
 2. _____
 3. _____
- Discuss three ways in which the goals could be assessed.
 1. _____
 2. _____
 3. _____

Remind students to include both personal health and academic goals.

Suggested Criteria:

The student was able to

- set goals
- revise goals
- assess goals

◆ **Journal/Learning Log: Personal Fitness Record**

Self-Assessment: Checklist

After completing the reassessment of the health-related fitness component(s), have students reflect, in their journals, about what led to their success or difficulty in attaining their goals.

Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios (e.g., plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting...).

Curricular Connections

ELA:

- GLO 3—Manage ideas and information.
- GLO 4—Enhance the clarity and artistry of communication.
- GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **You Decide**

Have students apply the DECIDE model for the decision-making/problem-solving process throughout the year when making group and individual decisions.

Examples of Scenarios:

- Plan a class activity.
- Solve a social-related problem.
- Make a decision in the context of an orderly meeting.
- Make a personal health decision.



Refer to BLM 8–5: DECIDE Model.

◆ **Create a Game**

Have students, working in small groups, create and present a game that can be classified as a net/wall or target game, using a variety of equipment. Ask students to brainstorm ideas and make a group decision on what the game will be and who will be responsible for different parts of the project. Ask them to include the following components in their game design:

- equipment
- purpose
- game rules
- safety rules
- number of players
- space required
- other



Refer to BLM G–2: Create a Game.



TEACHER NOTES

Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **D**efine the topic or issues.
- **E**xplore alternatives or options.
- **C**heck alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **I**dentify possible solutions.
- **D**ecide and take action.
- **E**valuate and revise.

Remind students that for each solution they should ask themselves questions related to what is safe, what is fair, what will work best, and how it will make people feel.

Refer to 5–8 ELA, Strategies–73 to 93) for a discussion of the Inquiry Process to help students actively seek answers and manage information when making inquiries or solving problems.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: You Decide**

Self-Assessment: Rating Scale

Have students fill out a decision-making/problem-solving assessment form following the use of the DECIDE model.

You DECIDE on Your Mark					
Name(s) _____		Date _____			
Give yourself a number from 1 to 5 to assess how well you or your group members can apply the DECIDE model for the decision-making/problem-solving process.					
How well did you and your group do the following?	5 Proficient	4 Very Good	3 Satisfactory	2 Developing	1 Inadequate
• Define the topic or issues.					
• Explore alternatives or options.					
• Check alternatives against sound, relevant health knowledge and values—family, church, school, and community.					
• Identify possible solutions.					
• Decide and take action.					
• Evaluate and revise.					

◆ **Performance Task: Create a Game**

Group Assessment: Scoring Rubric

Have students teach their game to the class and hand in a copy of the gym set-up, equipment needed, rules, and so on. Have other students assess the game and how well their group worked together, using a student- or teacher-designed rubric.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.4.8.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) **that promote fair play and teamwork.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (S.1.8.A.3)

SUGGESTIONS FOR INSTRUCTION

◆ **Looks Like, Feels Like, Sounds Like**

As a class, brainstorm for behaviours/actions that are important for positive interpersonal skills. What does each look like, sound like, and feel like?

Variation: Use this information to develop a class scoring rubric for self-assessment of the functional use of interpersonal skills.

◆ **Standing Conversations**

After giving students an opportunity to think about personal reactions to a stressful topic, ask them to stand and converse briefly about personal ideas and opinions. Students talk with partners for two or three minutes, comparing their reactions. As they share their thoughts and ideas, remind students to attend to verbal, as well as non-verbal, language to enhance communication. (See 5–8 *ELA*, Grade 8–368.)

◆ **Exit Slip**

Have students write an example of an interpersonal skill that they observed that day (see *Success for All Learners* 6.60).

◆ **River Raft**

Have students form groups of four or more. Ask each group to stand on two opened gym mats on one side of the gym. Have students work together to move their group from one end of the gym to the other, with the mats, ensuring that no one touches the floor. Remind students to use appropriate interpersonal skills that promote teamwork.

◆ **Human Island**

Observe each group working together, looking for appropriate behaviours and interpersonal skills while students solve the following movement challenges:

- Have students form groups of three and give each group three pieces of equipment (e.g., floor hockey sticks, beanbags, skipping ropes, flying disks, deflated balls) and have each group balance on top of the equipment.
- Take away one piece of equipment (the same one for all groups) and continue having each group try to balance on top of the equipment.
- Continue with this pattern until the entire group of three is balancing on only one piece of equipment.



TEACHER NOTES

Use physical activities or sports and classroom group activities to have students demonstrate certain interpersonal skills, such as

- listening attentively
- summarizing information
- clarifying feelings
- abstaining from put-downs
- encouraging others
- cooperating/collaborating
- being inclusive
- showing non-aggressive behaviour
- resisting negative influences
- communicating effectively
- being respectful
- being responsible

In problem-solving and team-building challenges such as River Raft and Human Island, remind students of the interpersonal skills that promote teamwork, fair play, and inclusion.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Self-Assessment: Checklist/Anecdotal Notes

Throughout the year, during group activities or projects, have students self-assess their interpersonal skills. Use the following chart to help them in their assessment.

Self-Assessment of Interpersonal Skills			
Name _____		Date _____	
Activity _____			
Assess your interpersonal skills by answering the following questions. If you answer "yes," give an example of how you did it. If you answer "no," describe what you could do to improve the skill.			
Skill	Yes	No	Comments
In this group activity/project, did I...			
1. listen attentively?			
2. summarize information?			
3. clarify feelings?			
4. abstain from put-downs?			
5. encourage others?			
6. cooperate/collaborate?			
7. include others?			
8. show non-aggressive behaviour?			
9. resist negative influences?			
10. communicate effectively?			
11. demonstrate respectfulness?			
12. act responsibly?			
One area of interpersonal skills that I am doing well at is _____			
One area of interpersonal skills that I could improve is _____			
I plan to make this change by _____			

◆ **Observation: All Activities**


Teacher Assessment: Checklist

As students perform a given task, walk around to each group, listen to their discussions, and observe how they are able to work together to complete the task.

Suggested Criteria:

Look for

- acceptance of all group ideas
- cooperation/collaboration among group members
- inclusion of all group members
- organization within the group
- successful task completion

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.4.8.A.5 Apply stress-management strategies (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) in case scenarios related to stressful situations (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...).</p> <div data-bbox="115 747 550 961" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. PE/HE: GLO 4—Personal and Social Management (K.4.8.C.4a)</p> </div>	<p>◆ Putting Stress to the Test</p> <p>Throughout the year, practise the use of stress-management strategies suggested for learning outcome K.4.8.C.4a. Some situations in which to practise stress-management strategies are:</p> <ul style="list-style-type: none"> • before a competition • when coping with anger • before, during, or after a test • before, during, or after a presentation • when experiencing conflict • when dealing with change • when accepting loss • when coping with environmental destruction • during an illness • when coping with failure • when coping with rejection <p>◆ Cool-downs</p> <p>Have students participate in a variety of relaxation activities as part of a cool-down or closure activity (e.g., at the end of a physical education class). For example, dim the lights, play soft music, and use progressive relaxation exercises to help students experience a conscious awareness of the difference between a tensed and relaxed state.</p> <p>◆ Positive Self-Talk</p> <p>Discuss the importance of using positive self-talk as a stress-management strategy.</p> <div data-bbox="656 1419 760 1528" style="text-align: center;">  </div> <p style="text-align: center;">Refer to BLM 8–7: Positive Self-Talk Questionnaire.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Suggested Stress-Management Strategies:

- Use self-talk.
- Keep an anger inventory.
- Participate in physical activities.
- Keep a sense of humour.
- Rely on a support system.
- Eat nutritiously and drink plenty of water.
- Manage time.
- Get proper sleep.
- Communicate effectively.
- Make a stress-management plan.
- Control irrational thoughts.
- Look at situations from a different perspective.
- Practise slow and controlled breathing.
- Take time out.
- Listen to or play music.
- Focus on visual imagery.
- Practise muscle relaxation.
- Count to 10 slowly.
- Write poetry/stories.
- Create art (paint, work with clay).

Emphasize that everyone manages stress differently. One person may find an activity quite useful, while others may find it ineffective. It is important for people to find out what strategy works best for them and to use it effectively.

Consult stress-management training programs for more information.



◆ Performance Task: Putting Stress to the Test

Self-Assessment: Anecdotal Notes

Have students fill out a post-stress assessment form after using a stress-management strategy.

Post-Stress Assessment

Name _____ Date _____
 Class _____ Time _____

1. The situation:

2. The stress-management strategy I used:

3. Why I needed it:

4. How it worked:

5. Why I would or would not use it again:

6. My level of stress following the strategy (check one)
 increased decreased stayed the same

Other comments:



Personal and Social Management Outcomes: Grade 8



Knowledge

K.4.8.A.1 Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...), **and ways** (e.g., set/review personal and group norms, standards...) **to promote acceptance of self and others.**

K.4.8.A.2a Develop self-monitoring strategies (e.g., keep a journal, participate with a friend...) **and criteria** (e.g., believable, achievable, controllable, within timelines...) **in setting individual and/or group goals.**

K.4.8.A.2b Analyze how factors (e.g., family, peers, cultural beliefs, knowledge, personal qualities, scheduling, motivation level, degree of challenge, supports...) **affect one's planning and setting of goals.**

K.4.8.A.3 Describe the social factors (e.g., self-esteem, interests, opinions, abilities, interpersonal skills...) **that affect the decision-making/problem-solving process in group situations.**

K.4.8.B.1a Describe behaviours that show social responsibility and respect for diversity (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) **in different contexts** (e.g., sports, physical activity participation, classroom settings...).

K.4.8.B.1b Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities.

K.4.8.B.2a Describe examples of assertive behaviours (e.g., saying "no" to something that makes you feel uncomfortable, including others who are left out...) **for resisting negative peer pressure.**

K.4.8.B.2b Identify roles and responsibilities (e.g., loyalty, commitment, support, respect, leadership...) **in developing positive relationships** (e.g., between friends, within families, in a sports team, band/choir...).

K.4.8.C.1a Identify how self (e.g., accepting one's feelings...), **peers** (e.g., listening supportively...), **and the community** (e.g., providing resources for support when needed...) **contribute to the enhancement of personal health and well-being.**

Knowledge (continued)

K.4.8.C.1b Identify stages of grieving (e.g., denial, anger, bargaining, sadness, depression, acceptance...) **for understanding and supporting self and others.**

K.4.8.C.2 Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...).

K.4.8.C.3 Examine the effects of stress (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) **and relaxation** (e.g., low blood pressure and heart rate...) **on body systems** (e.g., digestive, cardiovascular, endocrine...).

K.4.8.C.4a List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) **and unhealthy strategies** (e.g., smoking, alcohol misuse, isolation, fighting...) **for dealing with stress and/or anxiety.**

Skills

S.4.8.A.1 Develop, implement, self-monitor, and revise a plan using predetermined criteria for active healthy living to achieve a personal and/or group goal (e.g., participate in daily physical activity, a healthy lifestyle behaviour, a social behaviour, a specific academic goal...).

S.4.8.A.2 Apply the decision-making/problem-solving process in making group decisions in different case scenarios (e.g., plan a class activity, solve a social-related problem, make a decision in the context of an orderly meeting...).

S.4.8.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/collaborate, be respectful, be responsible) **that promote fair play and teamwork.**

S.4.8.A.5 Apply stress-management strategies (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) **in case scenarios related to stressful situations** (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...).

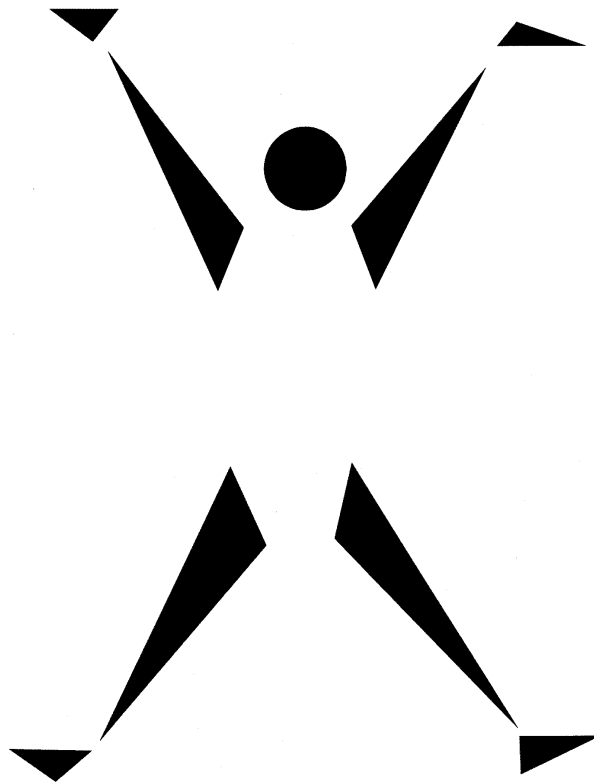
Attitude Indicators

- 4.1 Show a positive attitude toward learning, growth, and personal health.
- 4.2 Be sensitive to the needs and abilities of others.
- 4.3 Demonstrate personal responsibility in daily work and play.
- 4.4 Show a willingness to play fairly and work cooperatively/collaboratively with others.
- 4.5 Show a positive attitude toward change.
- 4.6 Enjoy participation and learning.

Grade 8

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.8.A.1 Examine positive and negative health habits of daily living for self and/or others (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

SS:

Identity, Culture, and Community

The Land: Places and People

Global Interdependence

Economics and Resources

SUGGESTIONS FOR INSTRUCTION

◆ **Your Choice**

Explain to students that it is a personal choice whether to live a healthy or an unhealthy lifestyle. Have students list positive and negative daily living habits (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use). Ask them to exchange their list with that of a partner and note one result or consequence for each of the habits on the partner’s list. The partners then join and discuss all the habits and consequences.

Variation: Have students develop a Pros and Cons Chart for a selected health habit.

Pros and Cons Chart	
Name _____ Date _____	
Health Habit/Behaviour _____	
Pros and Cons	
+	–
1. 2. 3.	1. 2. 3.
Summary and Conclusions	

Pros and Cons Chart: Adapted from 5–8 ELA, Grade 8–50.

◆ **Beyond Borders**

Provide the class with examples of newspapers and magazines that include pictures and articles about other countries (e.g., *National Geographic*). Have students look for examples that show how different environments and different socio-economic conditions affect personal health. Discuss how these factors affect the health of the individuals who live in different situations (e.g., quality of drinking water, medical services, food). Ask students to determine what environmental and socio-economic factors have the greatest impact on personal health.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

◆ **Journal/Learning Log: Your Choice**

Teacher Assessment: Anecdotal Notes

Have students reflect on their own health habits. Ask them to develop a goal to turn one of their negative health habits into a more positive health habit.

Suggested Criterion:

Look for

- the student’s ability to examine positive and negative health habits

◆ **Journal/Learning Log: Beyond Borders**

Teacher Assessment: Anecdotal Notes

Ask students to write in their journals about the different health issues or habits of others as they relate to different environments and socio-economic conditions.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.5.8.A.2 Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.8.C.2, K.4.8.C.3, K.4.8.C.4a)</p> <p>SC: Cluster 1—Cells and Systems</p> </div>	<p>◆ Down the Road</p> <p>Ask students to examine a variety of lifestyle practices and discuss their effects on body systems. Have them consider what will happen later in life (e.g., 20 years later) if they maintain a positive or a negative lifestyle practice.</p> <p>Some lifestyle practices to examine:</p> <ul style="list-style-type: none"> • physical activity • nutritional habits • use of tobacco and alcohol • rest habits • personal hygiene • stress management <p>Possible effects of negative lifestyle practices on body systems:</p> <ul style="list-style-type: none"> • coronary heart disease • diabetes • hypertension • cancer • osteoporosis • obesity • depression
	<p>◆ Systems Alert</p> <p>Have students make a collage of lifestyle practices that help prevent diseases or medical conditions.</p>
	<p>◆ Stick to Prevention</p> <p>Post a blank piece of chart paper with the heading “Prevention.” Ask students to write down lifestyle practices that prevent negative effects on body systems (e.g., diseases, medical conditions). Have students put their suggestions on self-adhesive notes and stick the notes to the chart paper.</p>
	<p>◆ Pamphlets</p> <p>Bring to class a variety of information pamphlets or short articles showing a variety of diseases or medical conditions. Have students look through the information and determine how to prevent the disease or condition. Ask them to turn the risk factors (e.g., smoking, drinking alcohol, stress) into positive lifestyle practices.</p>

(continued)



TEACHER NOTES

Lifestyle practices and their effects on body systems:

- **Smoking** increases the chances of lung cancer.
- **Inactivity** increases the risk of coronary heart disease, diabetes, and obesity.
- **High stress** increases the possibility of high blood pressure and depression.
- **Proper nutritional habits** help prevent coronary heart disease, obesity, and osteoporosis.
- **Good oral hygiene** maintains healthy gums and prevents cavities and tooth decay.

Refer to pages 8.32 to 8.49 of 5–8 *Science* for additional suggestions for instruction.

Also refer to the Health Canada website: <<http://www.hc-sc.gc.ca>>.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Scoring Rubric

Ask students to list lifestyle practices and indicate how each could affect the body systems.

Suggested Criteria:

Use the following scoring rubric to assess students’ responses.

Scoring Rubric	
Score	The student is able to
3	<ul style="list-style-type: none"> • list lifestyle practices and accurately explain how each could affect the body systems
2	<ul style="list-style-type: none"> • list lifestyle practices and demonstrate some knowledge of how each could affect the body systems
1	<ul style="list-style-type: none"> • list lifestyle practices and demonstrate limited knowledge of how each could affect the body systems

(continued)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.5.8.A.2 <i>(continued)</i>	<p><i>(continued)</i></p> <p>◆ Research Project</p> <p>Have students, working in groups, use various forms of research materials (e.g., videos, pamphlets, Internet resources, print texts, interviews) to obtain information about how lifestyle practices can affect the body systems (related to prevention of disorders and diseases). Ask students to report their findings in a short class presentation that incorporates visuals (e.g., a short film/video clip, pictures, audio/video clips of an interview, computer-generated presentation, pamphlets).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Paper and Pencil Task: Research Project**

Peer Assessment: Rating Scale

Provide students with a rating scale for peer assessment of research report presentations.

Peer Assessment of Research Report			
Presenters _____			
Topic _____			
Peer Assessor _____			
Rating Scale			
	3 Above Expectations	2 Meets Expectations	1 Below Expectations
The speaker			
<ul style="list-style-type: none"> • spoke so that everyone could hear • described the condition/disease/disorder • described factors that caused the condition • described possible means of prevention • used visuals • kept the interest of the group 			
Constructive Comments:			

Peer Assessment of Research Report: Adapted from 5–8 Science 8.47.



Refer to BLM G–9: Project-Assessment Rubric.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.8.B.1 Identify and categorize physical activities of different intensities (i.e., vigorous, moderate, light) and their potential benefits (i.e., health, fitness, recreation, sport performance).</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Sort and Predict**

Provide students with a list of physical activities and ask them to categorize them by different intensities using a Sort and Predict strategy (see *Success for All Learners* 6.33 and 6.100). As well, have students sort and predict which activities best provide health benefits (e.g., walking), fitness benefits (e.g., running), recreational benefits (e.g., dance), and/or sport performance (e.g., hockey).

◆ **Intensity Indicator and Benefits Bubbles**

Using BLM 8–8, have students fill in an intensity indicator to categorize physical activities. Ask them to fill in the “benefits bubbles” to list the potential benefits of each activity.



Refer to BLM 8–8: Benefits Bubbles.

◆ **Intensity Gauge**

Design a spin game with a needle that can move around in a circle. Label three areas on the game board with the headings Vigorous, Moderate, and Light to indicate intensity levels of physical activities. Ask a volunteer to spin the needle. Students must do an activity at the level indicated on the board wherever the needle stops. For example, if the needle lands on Light, students could walk around outdoors; if it lands on Moderate, they could speed walk or jog slowly; and if it lands on Vigorous, they could run sprints. The different types of activities could be predetermined or decided after a student spins the needle. When students have finished performing the desired activity, discuss the potential benefits.

**TEACHER NOTES**

Individuals can estimate the general intensity of any physical activity in accordance with their own level of health and fitness by using methods such as the “talk test,” calculating target heart-rate zones, perceived exertion, or MET level (metabolic equivalent). For more information on these strategies, see page 18 of *Promoting Physical Activity* (U.S. Department of Health and Human Services *et al.*).

Examples of Activities of Different Intensities:

- **Vigorous**—sprinting and high-impact aerobics (benefits include cardiovascular workout, muscular strength and endurance, and increased sport performance).
- **Moderate**—jogging and in-line skating (benefits include cardiovascular workout, increased muscle tone, and stress reduction).
- **Light**—walking and golfing (benefits include increased relaxation, lower heart rate, and increased muscle tone).

When students are identifying potential benefits, note that a physical activity/sport may contribute to more than one benefit, depending on the level of play or competition.

**SUGGESTIONS FOR ASSESSMENT****◆ Paper and Pencil Task: Sort and Predict**

Peer Assessment: Inventory

Have students, in pairs, identify and categorize physical activities of different intensities (vigorous, moderate, and light) and their potential benefits by completing Sort and Predict sheets. Have them share their results with other pairs of students to determine correct identification and categorization.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

❑ K.5.8.B.2 Investigate different ways to increase physical activity in daily living as it relates to sustainable development (e.g., using stairs, cycling/walking to school to help the environment and to contribute to the health of society...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SC:

Cluster 4—Water Systems

SS:

The Land: Places and People

Global Interdependence

Economics and Resources

❑ K.5.8.B.3 Determine the degree to which technology has had an impact on personal health (e.g., personal fitness equipment/aids; prolonged exposure to technological devices and machines decreases physical activity; effect of media messages on body image...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

SC:

Cluster 2—Optics

◆ **Pro-Motion Posters**

Have students identify ways they can increase their own physical activity in their daily living as it relates to sustainable development. Have them draw, use computer-generated pictures, or cut out pictures to identify what they plan to do. Mount the pictures and display the posters.

◆ **Plan It for the Planet**

Have students work together to plan, promote, and implement a campaign to increase physical activity in an effort to help our planet (e.g., cut down on air pollution, recycle, encourage everyone to walk or use public transportation instead of driving a car). Encourage students to challenge other students or staff members to join their campaign to help the planet. For example, if the campaign focuses on reducing air pollution, students might challenge the staff to get to school using any method besides driving their own car (e.g., carpool, ride a bike, walk, take a bus, skateboard, in-line skate). Students might be encouraged to walk or cycle to as many places as possible instead of getting a ride.

Variation: Have students encourage their family members, friends, and community members to join the campaign.

◆ **Images of Impact**

Have students collect and display various pictures that identify ways in which technology has had an impact on personal health (e.g., effect of personal fitness equipment/aids; decrease in physical activity from prolonged exposure to technological devices and machines; effect of media messages on body image). Ask students to put their pictures in an envelope. Have them share their set of pictures with at least five other students and discuss the impact of the selected technology on personal health. Collect and create a montage (composite) of all the pictures.

◆ **Reality Check**

Bring to the classroom five examples of advertisements using teenage models. Ask students to determine what message about body image the pictures promote. Discuss the various technological tricks used to make the models look “perfect” (e.g., digital manipulation of the real image). Have students use a digital photo program to create a “real-life” picture of a teenager (e.g., realistic body size, normal skin blemishes). Turn one of the models used in the advertisements into a real-life teenager or sketch a realistic drawing of a teenager.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Other activities are available in the Active Living and the Environment section of *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 3* (CAHPER/ CIRA).

“**Sustainable development** is an approach to daily decisions that integrates probable consequences to the environment, the economy, and human health and well-being. It is a way of making decisions that balances the needs of today without sacrificing the ability of future generations to meet their own needs” (Manitoba Conservation, 1999).

For more information, see *Education for a Sustainable Future* (Manitoba Education and Training).

◆ **Performance Task: Pro-Motion Posters**

Peer Assessment: Checklist

Have students assess the posters on display and look for evidence of ways to increase physical activity in daily living as it relates to sustainable development.

Suggested Criterion:

The poster displays different ways to increase physical activity in daily living as it relates to sustainable development.

- Yes
- No

Images or pictures can also be presented by using a digital camera and developing a computer slide presentation.

◆ **Questioning/Interview: Images of Impact**

Teacher Assessment: Inventory

Ask students to discuss the degree to which technology has had an impact on personal health.

Suggested Criterion:

Look for

- the student’s ability to list various ways technology has had an impact on personal health



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.8.C.1a Evaluate information related to healthy body weight and body image.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Cells and Systems</p> <p>SS: Identity, Culture, and Community Historical Connections</p> </div>

SUGGESTIONS FOR INSTRUCTION

◆ **Take Inventory**

Have students list 10 personal characteristics they are comfortable with (e.g., hair, height, eyes, arms). Ask them to list another three things that they would most like to change and explain why. Discuss how their lives would change if they could have all the characteristics magically “fixed.”

◆ **Facts and Myths**

Have students generate a list of facts and myths regarding body weight, weight loss, and body image.

Facts:

- Body weight can fluctuate throughout the day.
- Being overweight can lead to cardiovascular disease.
- Muscle weighs more than fat.
- Losing more than one kilogram a week is not healthy.
- Other

Myths:

- You can lose 14 kilograms in a month (30 pounds in 30 days).
- The thinner you are, the better you feel.
- Dieting means starving yourself.
- Other

◆ **Ask an Expert**

Invite a doctor, nutritionist, dietician, or nurse to speak to the class about body weight and body image. To encourage active listening, use the LAPS Frame (see *Success for All Learners* 6.54).

◆ **Human Opinion Line**

Have students line up in the centre of the gym/room. Have one side of the room represent “Agree” and the other “Disagree.” Read various statements and have students respond by moving to the appropriate side of the room, depending on whether they agree or disagree with a given statement. If students are unsure of the answer, they could stay in the middle.

Examples of Statements:

- Being overweight is a health concern.
- Muscle weighs more than fat.
- Thin people are happy people.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT**

Treat this learning outcome with sensitivity.

Encourage adolescents to accept their bodies as they change and develop. Helping students learn about positive lifestyle choices and how these affect their health is of utmost importance.

Although weight should fall between an acceptable range for body height, emphasize that it is more important to accept our body shape and size and feel good about who we are on the inside. If students feel they have a weight problem and they want help, they should consult a physician. Measuring ourselves against a chart is not the only way to measure our health and it is often a misused tool among teenagers and adults.

For more information or resources related to nutrition, contact local organizations such as Manitoba Milk Producers.

Aboriginal Link:

Discuss the influences that have caused changes in the diets of Aboriginal people and discuss the nutrient value of traditional Aboriginal diets.

**◆ Journal/Learning Log: All Activities**

Self-Assessment: Anecdotal Notes

Have students discuss and evaluate information related to healthy body weight and body image.

◆ Paper and Pencil Task: Facts and Myths

Teacher Assessment: Scoring Rubric

Have students choose a fact or myth and write an article (or a story, script, or poem) addressing this issue for an existing or mock magazine appropriate for teenagers. Use a teacher- and/or student-designed rubric to assess students' ability to present and critique the information.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.8.C.1b Explain influences (i.e., healthy eating, regular activity, media, healthy body image) on growth and development during adolescence.</p>	<p>◆ Carousel Brainstorming</p> <p>Divide the class into four groups and have four posters displayed around the room, labelled</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> </div>	<ul style="list-style-type: none"> • Healthy Eating • Regular Activity • Media Influences (e.g., magazines, advertisements, movies) • Healthy Body Image
	<p>Have students start at one poster to write down their ideas of how the specified influence (related to the title) affects growth and development. Ensure that all students have the opportunity to visit all four posters.</p> <p>Variation: Play music and have students run laps in the gym. When the music stops, they move to a poster to brainstorm. As a cool-down activity, have students walk to each poster to read all the responses.</p>
	<p>◆ Let’s Find Out</p> <p>Have students do inquiry projects to determine the influences on growth and development of factors such as undereating, overeating, eating substantially inappropriate amounts of protein, carbohydrates, or calcium, physical inactivity, advertisements in the media, and unhealthy body image. Students can prepare brochures, create posters, or participate in a class PowerPoint presentation to make others aware of the influences.</p> <p>Variation: Students’ inquiries could also link to other times and cultures (e.g., What body images were/are valued in different societies and cultures?).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Treat this learning outcome with sensitivity.

Aboriginal Link:

Discuss the influences that have caused changes in the diets of Aboriginal people and discuss the nutrient value of traditional Aboriginal diets.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

◆ **Observation: Carousel Brainstorming**

Teacher Assessment: Inventory

Observe whether students are able to list a variety of influences that affect growth and development.

Suggested Criteria:

Look for the student's ability to

- make healthy food choices
- recognize the need to be active daily or regularly
- realize the effects of media influences
- understand the importance of having a healthy body image

◆ **Performance Task: Let's Find Out**

Self-Assessment: Scoring Rubric

Have students use a teacher- or student-designed rubric to assess their own presentation or work.



Refer to BLM G–9: Project-Assessment Rubric.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.8.C.2 Apply “sport nutrition principles” to a variety of physical activities.</p> <div data-bbox="110 464 552 640" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ “Carb Up”</p> <p>Have students collect pictures of foods that provide the necessary energy (e.g., carbohydrates, fluids, protein, calcium) to take part in a variety of physical activities (e.g., marathon running, light jogging, cross-country skiing, basketball tournament). Using a large piece of chart paper, cut out a shape that represents a sport theme (e.g., basketball court, racquetball) and paste the pictures onto the paper to make a sport-related collage. Students can do research, as needed.</p> <p>◆ More Is Better</p> <p>To take part in physical activities, the body requires sufficient fuel (nutritious foods and fluids). Have students list physical activities and indicate how long they would be active for the activities. Have them guess what foods or beverages they would need in order to function at their best.</p> <p>◆ Nutrition “Princi-Ball”</p> <p>Have students form circles of four to six people, and provide each group with a ball. The leader holds a ball, describes a “sport nutrition principle,” and then throws the ball to another person who names a sport or physical activity for which this principle is important and explains why. The ball continues to be passed until everyone has had several turns. If students have difficulty providing the answer, someone in the group can volunteer to help. The ball is passed to this person for the answer and then returned to the previous thrower. Post “sport nutrition principles” for quick reference.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Canada's Food Guide to Healthy Eating (Health Canada) is a good starting point for obtaining information on well-fuelled activity.

Suggested “Sport Nutrition Principles”:

- Consume the daily minimum number of servings in each food group.
- Grain products provide carbohydrates that muscles need for energy and may contain iron for hemoglobin in blood to transport oxygen.
- Vegetables and fruits provide carbohydrates that muscles need for energy. They can also be a source of fluids.
- Milk products provide protein to maintain, build, and repair muscles.
- Calcium is essential for muscle contraction.
- Carbohydrates and protein in milk help athletes recover from tiring workouts.
- Meat and alternates provide protein to maintain, build, and repair muscles.
- Well-absorbed iron is essential to maintain hemoglobin to transport oxygen to the muscles.
- Female athletes may need to increase their iron intake during the menstrual years.

For more information, refer to *Food...the Fuel for Activity* (Manitoba Milk Producers).



◆ **Paper and Pencil Task: “Carb Up”**

Teacher Assessment: Inventory

Have students list five foods that would be beneficial for taking part in physical activities and explain why.

Suggested Criterion:

Look for

- evidence that the student is able to apply general “sport nutrition principles”

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ S.5.8.A.1 Apply personal and social management skills (e.g., goal setting, decision making/problem solving...) **in case scenarios related to personal health practices** (e.g., sleep habits, cleanliness, nutritional practices, exercise habits...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

PE/HE:

GLO 5—Healthy Lifestyle Practices (S.5.6.A.1, S.5.6.A.3b)

SUGGESTIONS FOR INSTRUCTION

◆ **Decide and Set a Goal**

Throughout the year, have students develop goals to improve personal nutrition and daily physical activity habits. Use the DECIDE model as a problem-solving strategy.

Make a Goal Score Card using the following headings:

- Goal
- Steps to take
- Information, resources, or support I need
- How I will know that I have achieved my goal
- Ways that I can reward myself
- How well I did

◆ **Action Plan**

Have students write an action plan for practising daily personal and social management skills. Suggest that students use the following acrostic to help them in their personal action planning:

- A** Activity
- C** Category (physical activity, hygiene, social-emotional, nutrition)
- T** Time (when and for how long)
- I** Implemented, incomplete, or in progress
- O** Observations (feelings, behaviours, thoughts)
- N** Next step or new plans



Refer to BLM 6–10: ACTION Plan.

Have students keep an ongoing record of all their action plans throughout the year. Encourage them to reflect on their progress and continually evaluate and assess their individual goals and plans.

◆ **It's Your Life**

In small groups, have students create a short role-play that deals with making healthy decisions related to a particular health practice (e.g., personal hygiene, nutrition content of lunches at school, regular physical activity). The role-play should include

- the problem related to a health practice
- consequences of this behaviour
- possible solutions
- the best solution



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Many different problem-solving and decision-making models exist. The following DECIDE model (described on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- Define the topic or issues.
- Explore alternatives or options.
- Check alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- Identify possible solutions.
- Decide and take action.
- Evaluate and revise.



Refer to BLM 8–5: DECIDE Model.

For more information, see *The Canadian Active Living Challenge: Leader’s Resource Tool Kit, Program 3* (CAHPER/CIRA).

Make up role-play scenario cards initially; later, students should be able to create their own.



◆ **Journal/Learning Log: Decide and Set a Goal; Action Plan**

Self-Assessment: Rating Scale

At various times throughout the year, have students self-assess practices related to improving personal nutrition and daily physical activity habits.

Rating Scale				
Criteria	4 Always	3 Frequently	2 Sometimes	1 Rarely
• I set realistic goals.				
• I use the problem-solving strategy to set priorities.				
• My goals are clearly stated.				
• I break up the goal into steps.				
• I list information, resources, and supports that help me achieve my goals.				
• I achieve my goals.				
• I reward myself for accomplishing my goals.				
• I am able to assess my progress.				

◆ **Observation: It’s Your Life**

Teacher Assessment: Checklist

Have groups perform their role-play for the class. Fill out the following checklist during each performance.

Assessment of Role-Play		
Group Names _____	_____	_____
The role-play	Yes	No
• identifies the problem related to a health practice	<input type="checkbox"/>	<input type="checkbox"/>
• presents the consequences of the behaviour	<input type="checkbox"/>	<input type="checkbox"/>
• suggests possible solutions	<input type="checkbox"/>	<input type="checkbox"/>
• highlights the best solution	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ S.5.8.A.2 Use problem-solving strategies to address the barriers that may interfere with being active daily.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.8.C.2, K.2.8.C.4, S.2.8.A.1a, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (K.4.8.A.2a, K.4.8.A.2b, S.4.8.A.1) GLO 5—Healthy Lifestyle Practices (S.5.8.A.1, S.5.8.A.2, S.5.8.A.3a, S.5.8.A.3b)</p> </div>

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connection**

Ask students to list all the factors that affected their ability to follow their personal action plans (see learning outcome S.5.8.A.1). Use a T-Chart to list what helped and what did not help them achieve their personal goals.

◆ **What If...**

Have groups of students create a list of “What if...” questions and corresponding problems. Have the groups

- list events, circumstances, or challenges that may interfere with being active daily
- switch lists so that each group has a “What if...” list from another group
- pick three “What if...” questions and use a problem-solving strategy to solve the identified problem so that the individual will continue/begin to be active

Examples of What If... Questions/Problems:

- What if you don’t have any time to be active?
- What if you have too much homework?
- What if you get sick?
- What if your friends are not active and you want to be with them?
- What if you can’t afford the sports equipment?
- What if you are overweight and you feel embarrassed?
- What if you are self-conscious?
- What if you do not have easy access to facilities and equipment?

◆ **Personal Fitness Record**

Each term, have students do the following:

1. Choose one or more of the health-related fitness components they want to improve.
2. Set a goal for the health-related fitness components they want to improve.
3. Using the FITT principle, develop an action plan to assist in reaching the goal.
4. Keep a daily log, recording all activities they performed in working towards the goal.
5. Identify barriers that may interfere with progress and achievement.

Variation: Have students, in the last term of the school year, assess all the health-related fitness components.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips for Getting and Staying Active:

- Establish a minimum personal activity level.
- Discover your personal barriers and work to overcome them.
- Set a personal activity goal and strive to achieve it.
- Avoid trying to do too much too soon.
- Practise safety precautions when engaging in activities.
- Form a group and make activities more enjoyable.
- Keep yourself motivated by varying your activities.
- Make your school or work environment work for you.
- Make your home environment work for you.
- Enjoy yourself.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.



Refer to BLM 7–6: Personal Fitness Record.



◆ **Journal/Learning Log: Learning Outcome Connection**
Self-Assessment: Anecdotal Notes

Have students write a journal entry discussing some of the personal barriers that interfere with being active. How might they best apply the problem-solving strategy to their situation?

Suggested Criterion:

Look for

- the student’s ability to apply the problem-solving strategy to a variety of situations

◆ **Paper and Pencil Task: What If...**

Group Assessment: Checklist

Have group members check three of the “What if...” solutions from another group to determine whether they correctly applied the problem-solving strategy.

Group Assessment: “What If...” Solutions		
Group Members _____		

Indicate whether the group applied the problem-solving strategy correctly or incorrectly in each solution to a “What if...” problem.	Applied Correctly	Applied Incorrectly
Example 1:		
Example 2:		
Example 3:		
Assessed by _____		

◆ **Journal/Learning Log: Personal Fitness Record**

Self-Assessment: Checklist

After completing the reassessment of the health-related fitness components, have students reflect in their journals about any obstacles they faced in trying to follow their action plans.

Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log to identify barriers

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ S.5.8.A.3a Develop a personal plan that includes daily health practices (e.g., physical activity participation, healthy food choices, positive thinking...) to maintain a healthy body.</p> <div data-bbox="115 569 550 926" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. PE/HE: GLO 2—Fitness Management (K.2.8.A.1, S.2.8.A.3a, S.2.8.A.3b) GLO 4—Personal and Social Management (S.4.8.A.1, S.4.8.A.2) SC: Cluster 1—Cells and Systems</p> </div>	<p>◆ There’s Always Room for Improvement</p> <p>Throughout the year, have students develop goals to improve their daily health practices (e.g., participation in physical activity, healthy food choices, positive thinking) to maintain a healthy body.</p> <p>Have students use the following headings in setting a goal:</p> <ul style="list-style-type: none"> • Goal • Steps to take • Information, resources, or support I need • How I will know that I have achieved my goal • Ways that I can reward myself • How well I did <p>◆ Eat, Think, and Do</p> <p>Have students develop a personal plan to follow for the next two weeks and keep track of all the foods they consume during that time. Include the following three categories:</p> <ul style="list-style-type: none"> • Eat: What will you eat? What healthy food choices will you make? • Think: How will you practise positive thinking? • Do: What physical activities will you participate in? <p>Use the Eat, Think, and Do format to record the information on an index card.</p> <p>◆ Personal Fitness Record</p> <p>Each term, have students do the following:</p> <ol style="list-style-type: none"> 1. Choose one or more health-related fitness components they want to improve. 2. Set a goal for the health-related fitness components they want to improve. 3. Using the FITT principle, develop an action plan to assist in reaching the goal. 4. Keep a daily log, recording all activities they performed in working towards their goal. 5. Identify barriers that may interfere with progress and achievement. <p>Variation: Have students, in the last term of the school year, assess all the health-related fitness components.</p> <div data-bbox="651 1814 756 1923" style="text-align: center;"> </div> <p style="text-align: center;">Refer to BLM 7–6: Personal Fitness Record.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Have students develop a complete personal plan that incorporates their personal fitness plan, as indicated in the specific learning outcomes of GLO 2—Fitness Management.

Guides such as *Canada’s Food Guide to Healthy Eating* and *Canada’s Physical Activity Guide for Youth* are available online at the Health Canada website: <<http://www.hc-sc.gc.ca>>.

Encourage students to do the following:

- Eat a variety of foods.
- Eat foods from each food group daily.
- Know which foods are “sometimes” foods and which are “everyday” foods.
- Choose foods that are low in fat (i.e., unsaturated fat, saturated fat, cholesterol).
- Eat plenty of fruits and vegetables to meet daily requirements.
- Monitor sugar intake.
- Use salt in moderation.
- Balance input (what you eat) and output (how active you are).
- Respect and follow special diets required for certain medical conditions, including allergies.

To record participation in physical activities, refer to



BLM G–14: Active Living Calendar and
BLM G–15: Active Living Log.



◆ **Journal/Learning Log: There’s Always Room for Improvement**

Self-Assessment: Rating Scale

At various times throughout the year, have students self-assess practices related to improving personal nutrition and daily physical activity habits.

Rating Scale				
Criteria	4 Always	3 Frequently	2 Sometimes	1 Rarely
• I set realistic goals.				
• I use the problem-solving strategy to set priorities.				
• My goals are clearly stated.				
• I break up the goal into steps.				
• I list information, resources, and supports that help me achieve my goals.				
• I achieve my goals.				
• I reward myself for accomplishing my goals.				
• I am able to assess my progress.				

◆ **Learning Log: Eat, Think, and Do**

Self-Assessment: Inventory

Have students

- assess their eating habits for the week by comparing their log to the guidelines identified in *Canada’s Food Guide to Healthy Eating* (Health Canada)
- write a journal entry reflecting on their eating habits
- set a goal towards improving their eating habits

◆ **Journal/Learning Log: Personal Fitness Report**

Self-Assessment: Checklist

After completing the reassessment of the health-related fitness components, have students reflect in their journals about any obstacles they faced in trying to follow their action plan.

Suggested Criteria:

Students are able to

- set goals for the health-related fitness components
- write an action plan using the FITT principle for the health-related fitness components
- keep a daily activity log

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.5.8.A.3b Implement and evaluate a personal plan for healthy eating and activity.</p> <div data-bbox="110 464 553 772" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections</p><p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p><p>PE/HE: GLO 4—Personal and Social Management (S.4.8.A.1, S.4.8.A.2)</p><p>SC: Cluster 1—Cells and Systems</p></div>	<p>◆ Personal Plan Portfolio</p> <p>Throughout the year, meet with students individually to ensure that they are implementing a personal plan for healthy eating and activity participation. Have students keep all their problem-solving/decision-making, goal-setting, and action plans in a portfolio to share during the conference.</p> <p>Ask students to collect samples of work, pictures, log books, agenda books, daily plans, monthly records, and any other resources that show they are implementing and evaluating their personal plans.</p>



TEACHER NOTES

Treat this learning outcome with sensitivity, showing consideration for factors such as culture, religion, availability of foods, cost, and body size.

Aboriginal Link:

Discuss the influences that have caused changes in the diets of Aboriginal people and discuss the nutrient value of traditional Aboriginal diets.

To help students set goals for and record their physical activity participation, refer to



BLM G–14: Active Living Calender and
BLM G–15: Active Living Log.



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Personal Plan Portfolio**

Self-Assessment: Checklist

Have students assess their personal plan using the following checklist.

Suggested Criteria:

The student

- implemented the plan
- evaluated personal progress
- included a healthy eating component
- included a physical activity component

Confer with students throughout the year to determine how well they are implementing and evaluating their personal plans for healthy eating and activity.

Healthy Lifestyle Practices Outcomes: Grade 8

Knowledge

- K.5.8.A.1 Examine positive and negative health habits of daily living for self and/or others** (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...).
- K.5.8.A.2 Examine lifestyle practices** (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) **and their effects on body systems** (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...).
- K.5.8.B.1 Identify and categorize physical activities of different intensities** (i.e., vigorous, moderate, light) **and their potential benefits** (i.e., health, fitness, recreation, sport performance).
- K.5.8.B.2 Investigate different ways to increase physical activity in daily living as it relates to sustainable development** (e.g., using stairs, cycling/walking to school to help the environment and to contribute to the health of society...).
- K.5.8.B.3 Determine the degree to which technology has had an impact on personal health** (e.g., personal fitness equipment/aids; prolonged exposure to technological devices and machines decreases physical activity; effect of media messages on body image...).
- K.5.8.C.1a Evaluate information related to healthy body weight and body image.**
- K.5.8.C.1b Explain influences** (i.e., healthy eating, regular activity, media, healthy body image) **on growth and development during adolescence.**
- K.5.8.C.2 Apply “sport nutrition principles” to a variety of physical activities.**

Skills

- S.5.8.A.1 Apply personal and social management skills** (e.g., goal setting, decision making/problem solving...) **in case scenarios related to personal health practices** (e.g., sleep habits, cleanliness, nutritional practices, exercise habits...).
- S.5.8.A.2 Use problem-solving strategies to address the barriers that may interfere with being active daily.**
- S.5.8.A.3a Develop a personal plan that includes daily health practices** (e.g., physical activity participation, healthy food choices, positive thinking...) **to maintain a healthy body.**
- S.5.8.A.3b Implement and evaluate a personal plan for healthy eating and activity.**

Attitude Indicators

- 5.1 Appreciate and value the benefits of healthy lifestyle practices for a healthy body.
- 5.2 Appreciate the importance of making health-enhancing decisions in daily living.
- 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships.



Grade 8

Blackline Masters



-
- BLM 8–1: Enigma Clue Cards for Net/Wall and Target Games
 - BLM 8–2: Alternative Pursuits Scoring Rubric
 - BLM 8–3: Bench-Step Circuit Cards
 - BLM 8–4: Examples of Exercise Do's and Don'ts
 - BLM 8–5: DECIDE Model
 - BLM 8–6: Stress-Reduction Plan
 - BLM 8–7: Positive Self-Talk Questionnaire
 - BLM 8–8: Benefits Bubbles

Enigma Clue Cards for Net/Wall and Target Games



Name _____ Class _____ Date _____

Volleyball	Badminton	Archery	Bowling
Forearm Pass	Serve	Target	Strike
Volley	Drop Shot	Bow	Spare
Serve	Short Serve Line	Arrow	Head Pin
Spike	Net Shot	Aim	Gutter
Side Out	Forehand	Release	Aim
Attack Line	Backhand	Stance	Target
Setter	Smash	Stability	Approach



S.1.8.C.1

Alternative Pursuits Scoring Rubric



Name _____ Activity _____ Date _____

The student	Rating				Overall Rating
	4 Always	3 Frequently	2 Sometimes	1 Rarely	
• is ready to participate, highly involved, and on task					
• demonstrates skills and knowledge					
• applies safety practices to self and others					
• demonstrates respect for and consideration of others by following the ideals of fair play					
• shows respect for equipment use and environment					
• other					
Total					

Name _____ Activity _____ Date _____

The student	Rating				Overall Rating
	4 Always	3 Frequently	2 Sometimes	1 Rarely	
• is ready to participate, highly involved, and on task					
• demonstrates skills and knowledge					
• applies safety practices to self and others					
• demonstrates respect for and consideration of others by following the ideals of fair play					
• shows respect for equipment use and environment					
• other					
Total					



Bench-Step Circuit Cards*



<p>V-Step</p> <p>R-L-R-L</p>	<p>Basic Step</p> <p>R-L-R-L</p>	<p>Run Step</p> <p>R-L-R-L</p>	<p>Straddle Step</p> <p>R-L-R-L</p>
<p>Straddle Jump</p> <p>R-L-Jump</p>	<p>Lunge</p> <p>R-R-L-L</p>	<p>Knee-Up</p> <p>L-R-R-L-R-L-L</p>	<p>Side Squat</p> <p>R-R-L-L</p>
<p>Charleston Step</p> <p>R-L-L-R</p>	<p>T-Step</p> <p>R-L-R-L-R-L-R-L</p>	<p>Turn Step</p> <p>R-L-R-L L-R-L-R</p>	<p>Combination</p> <p>V-Step (three times)</p> <p>Jumping Jack (two times)</p>

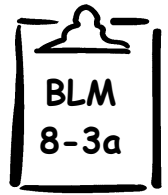
Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.

*Note: For larger cards, refer to the Manitoba Education and Youth website: <<http://www.edu.gov.mb.ca/ks4/cur>>.

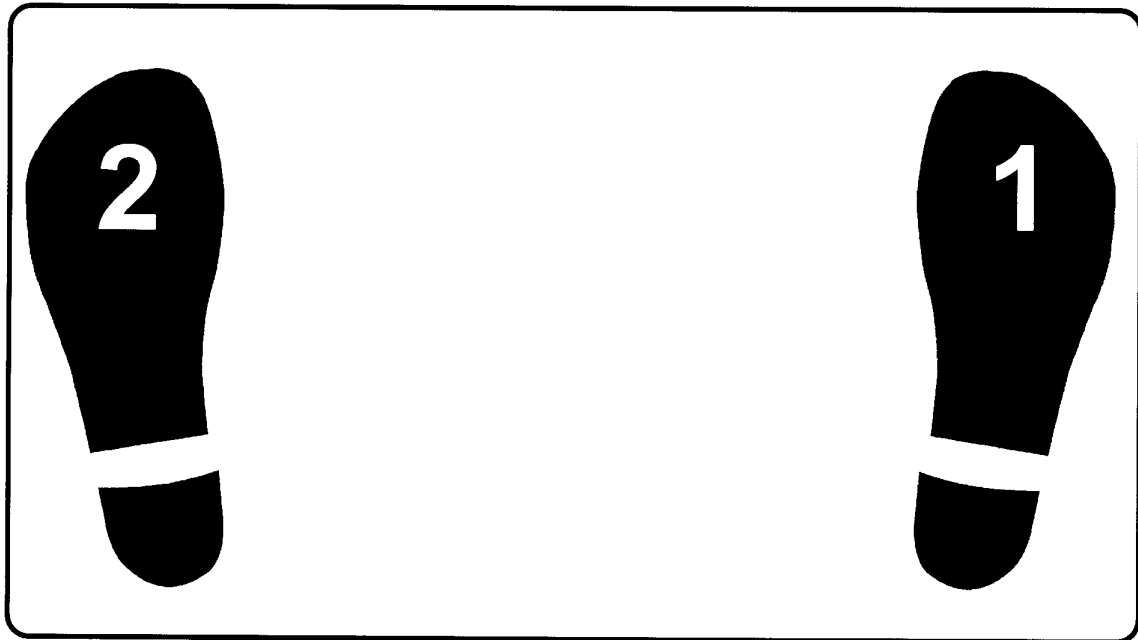


S.1.8.D.1

Bench-Step Circuit Card



V-Step



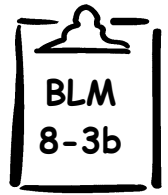
R-L-R-L

Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.

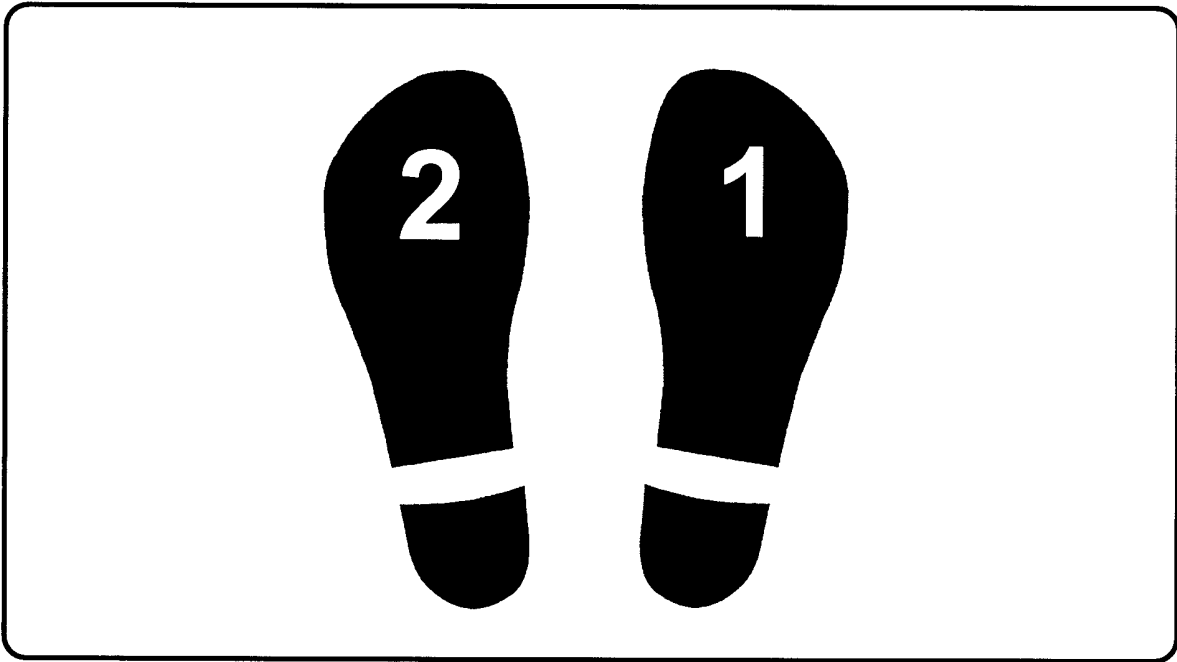


S.1.8.D.1

Bench-Step Circuit Card



Basic Step



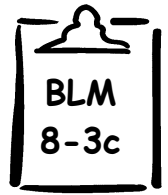
R-L-R-L

Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.

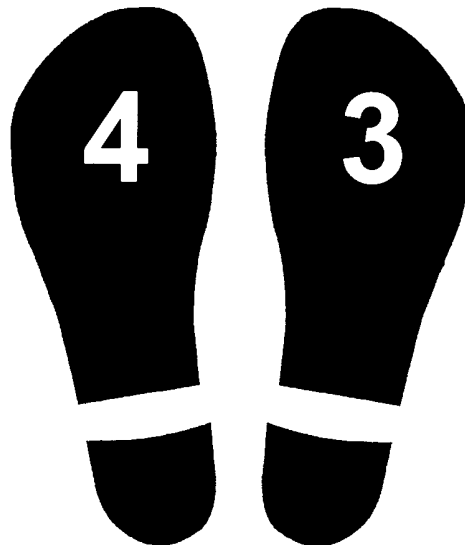
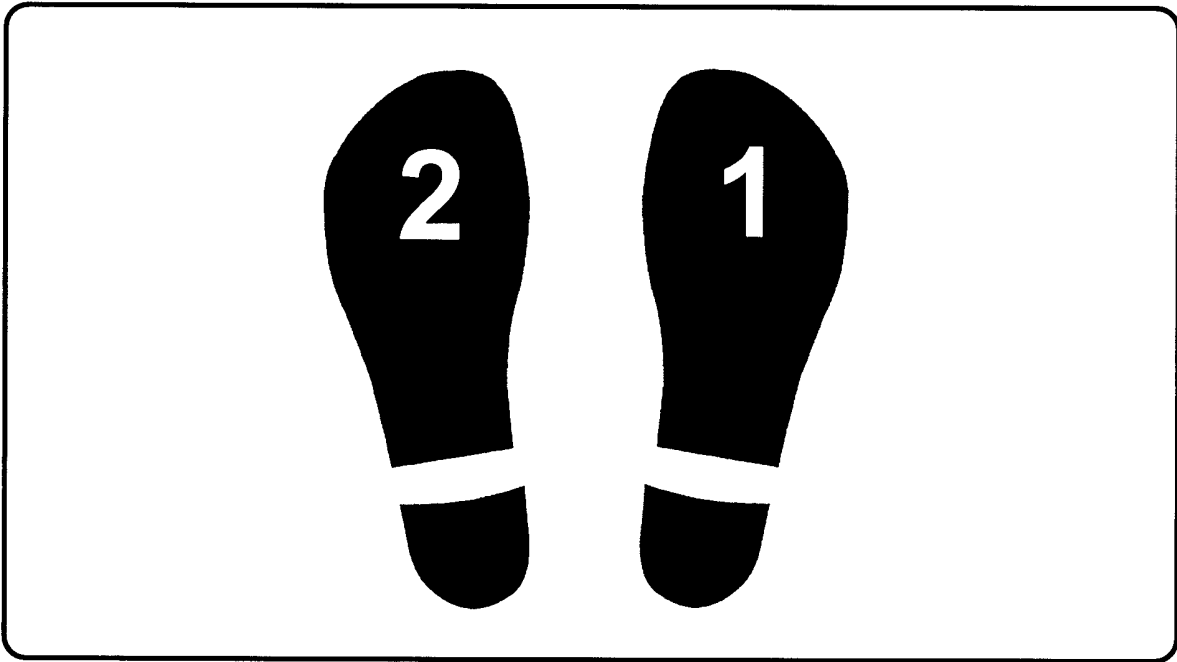


S.1.8.D.1

Bench-Step Circuit Card



Run Step



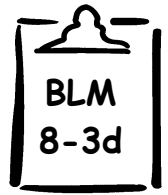
R-L-R-L

Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.



S.1.8.D.1

Bench-Step Circuit Card



Straddle Step



R-L-R-L

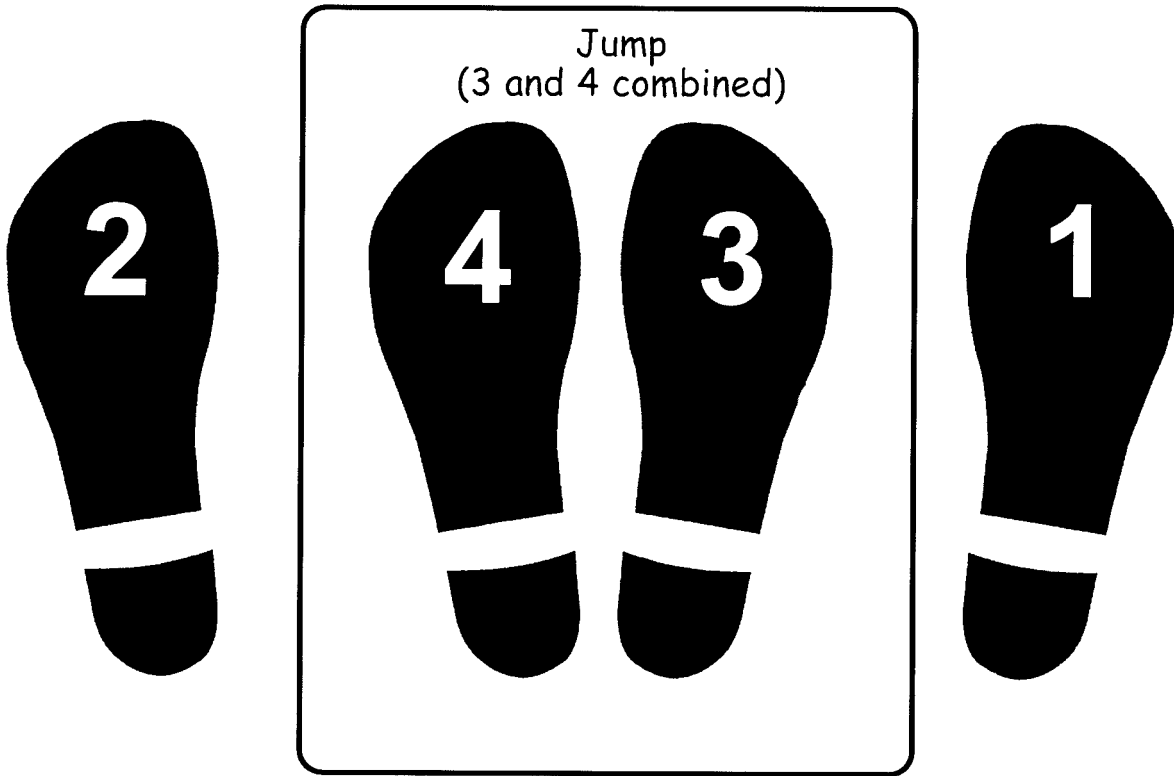


S.1.8.D.1

Bench-Step Circuit Card



Straddle Jump

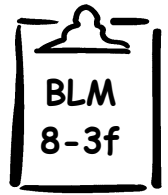


R-L-Jump

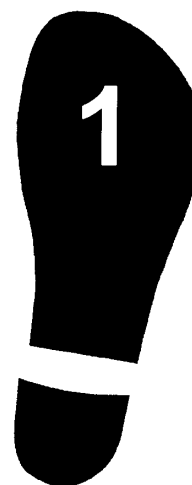
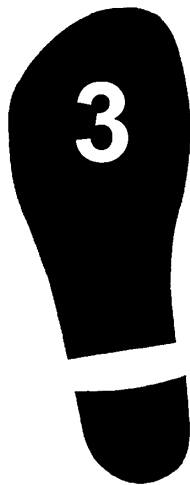
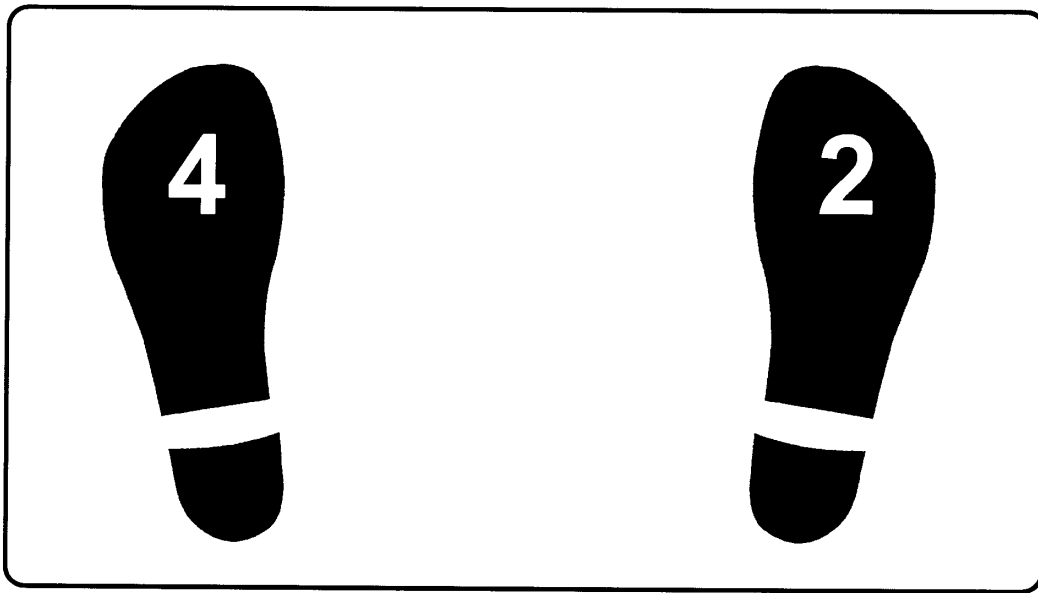


S.1.8.D.1

Bench-Step Circuit Card



Lunge

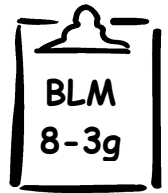


R-R-L-L

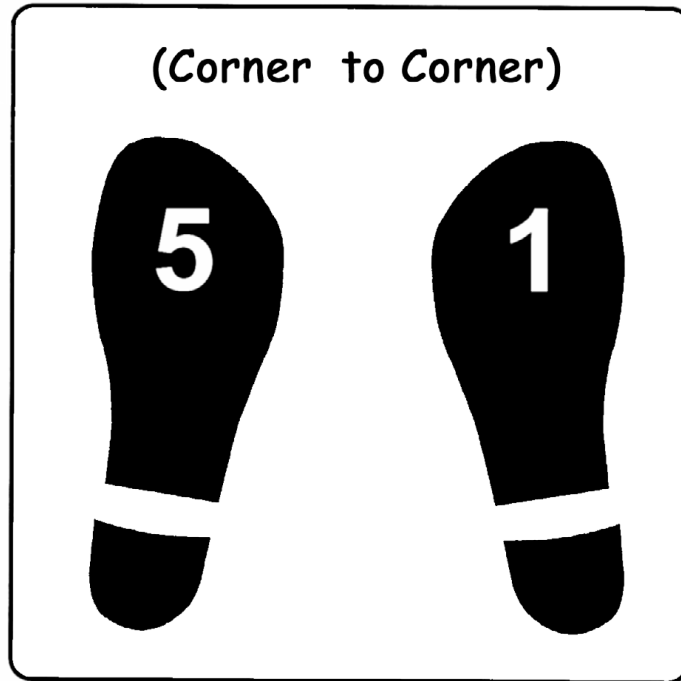


S.1.8.D.1

Bench-Step Circuit Card



Knee-Up



L-R-R-L-R-L-L

Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.

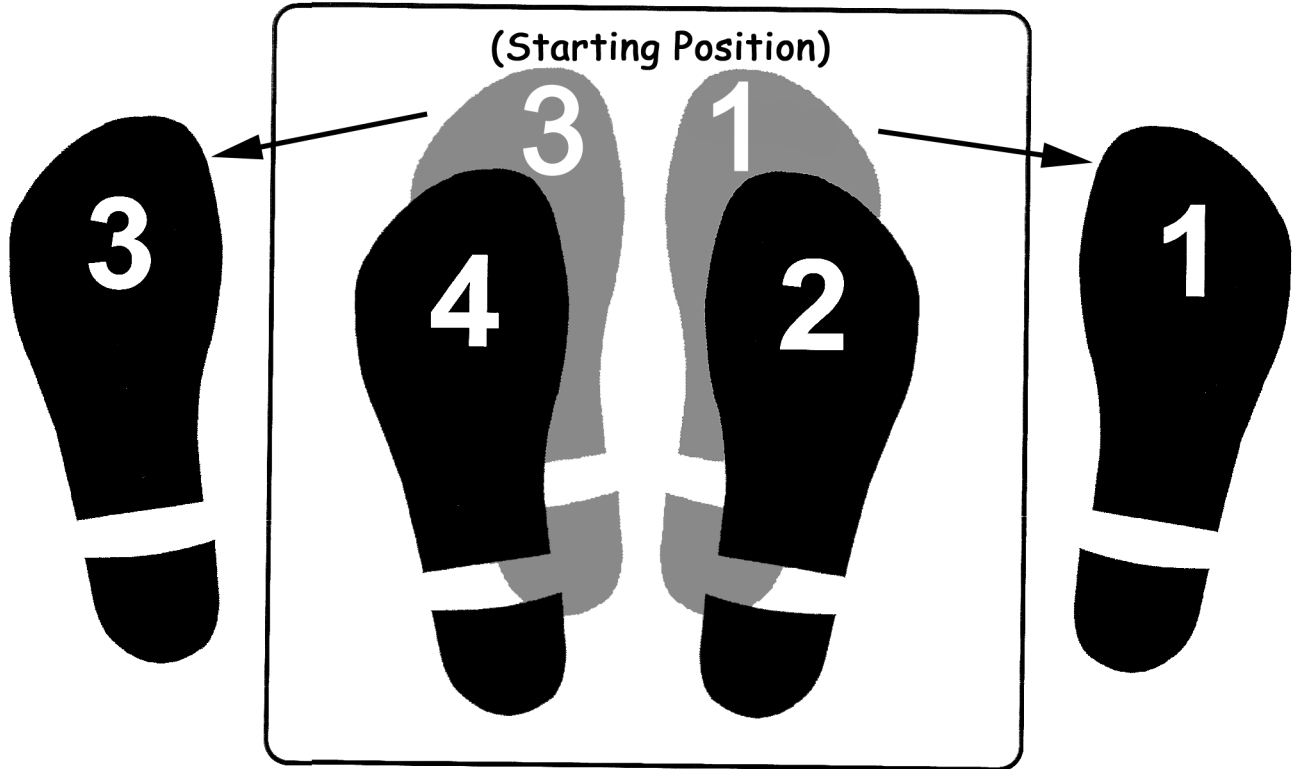


S.1.8.D.1

Bench-Step Circuit Card



Side Squat



R-R-L-L

Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.

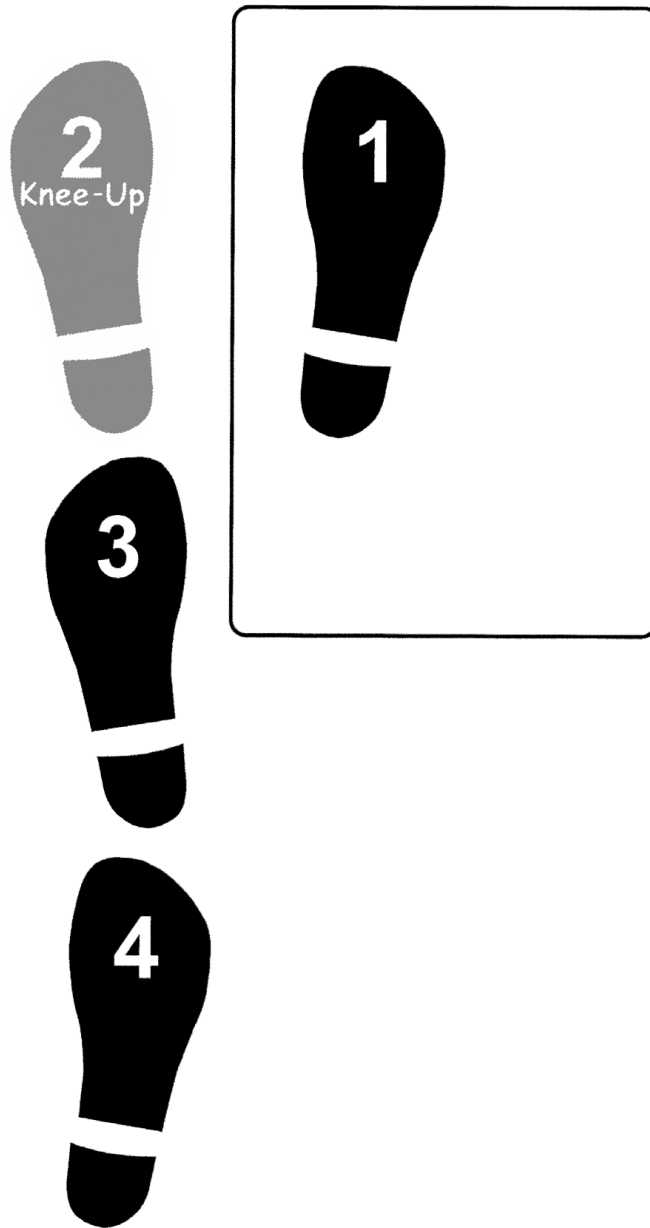


S.1.8.D.1

Bench-Step Circuit Card



Charleston Step



R-L-L-R

Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.

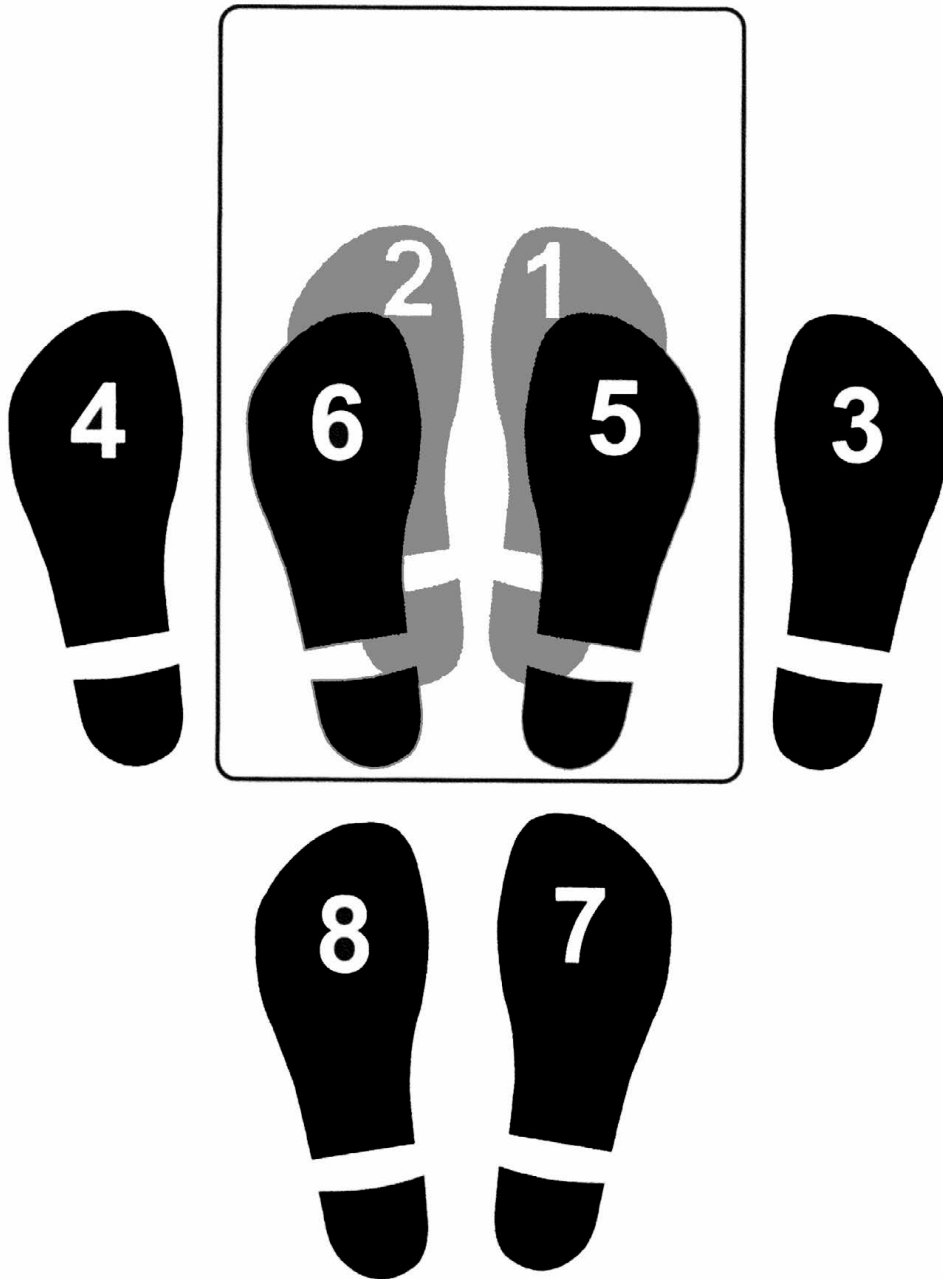


S.1.8.D.1

Bench-Step Circuit Card



T-Step



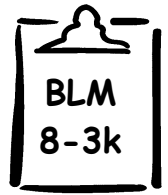
R-L-R-L-R-L-R-L

Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.

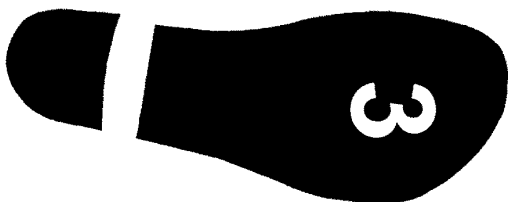
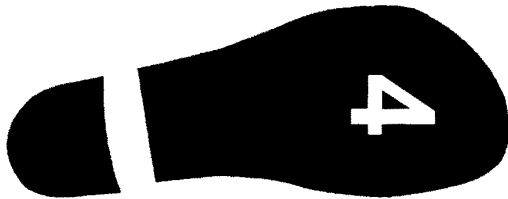
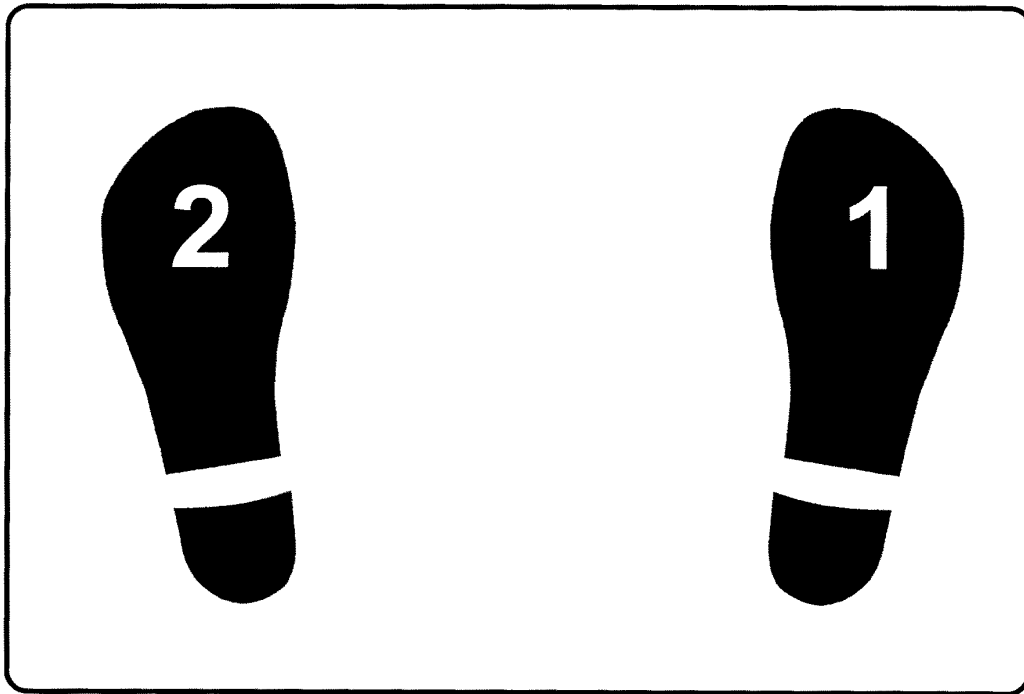


S.1.8.D.1

Bench-Step Circuit Card



Turn Step



R-L-R-L

L-R-L-R

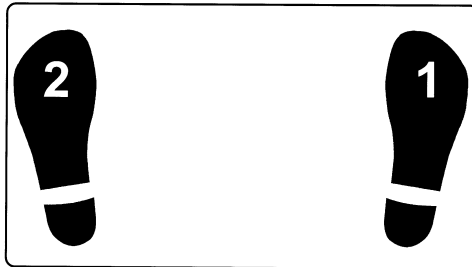
Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.



Bench-Step Circuit Card

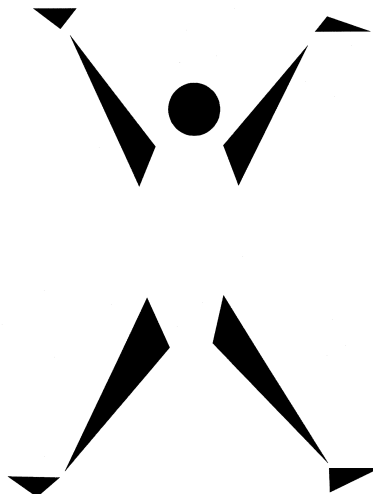


V-Steps (three times)



Plus

Jumping Jacks (two times) (on the floor)

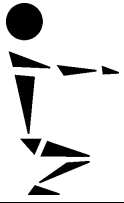
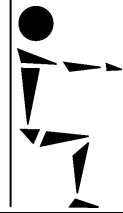



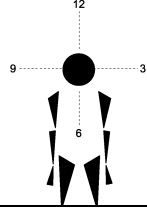
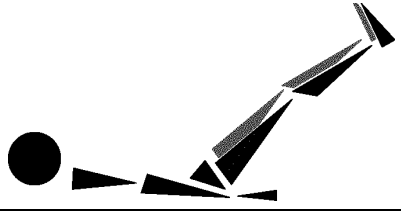
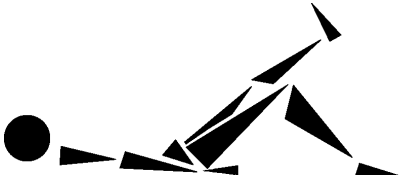
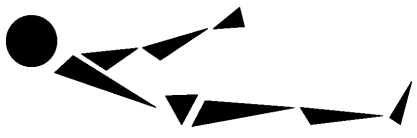
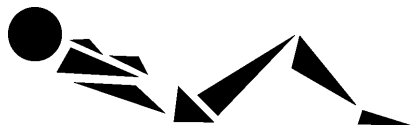
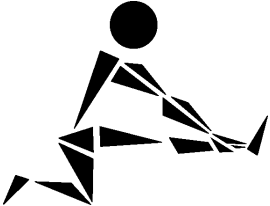
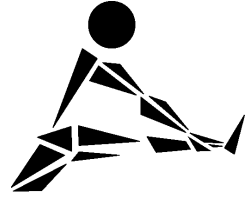


Bench-Step Circuit Cards: Adapted with permission from Cheryl McCombe, Fort Richmond Collegiate, Pembina Trails S.D.



Examples of Exercise Do's and Don'ts



Don't		Do
	Avoid knee flexing past 90°.	
	Avoid back hyperextensions (arching).	
 (side view)	Avoid neck hyperextensions and full neck rotations.	Perform forward and lateral neck flexion and frontal half-rotations. 
	Avoid double leg raises (compression on disks in back).	
	Avoid straight leg sit-ups.	
	Avoid knee hyperextensions.	






S.5.6.A.3b
 S.4.7.A.2
 K.5.7.E.3a
 S.5.7.A.4
 K.4.8.A.3
 S.4.8.A.2
 S.5.8.A.1

DECIDE Model



Name _____ Class _____ Date _____

Many different problem-solving and decision-making models exist. The DECIDE model is one model to use when you are setting goals, making decisions, and solving problems. Use each letter in the word "DECIDE" to remember the steps in the model.

	D E	D Define the topic or problem/issue.
		E Explore alternatives or options. (What are your choices?)
	C I D E	C Check alternatives against sound, relevant health knowledge and values—family, church, school, and community. (List the pros and cons.)
Comments		I Identify possible solutions. (Pick the best choices.)
	D Decide and take action. (Make the best choice.)	
	E Evaluate and revise.	



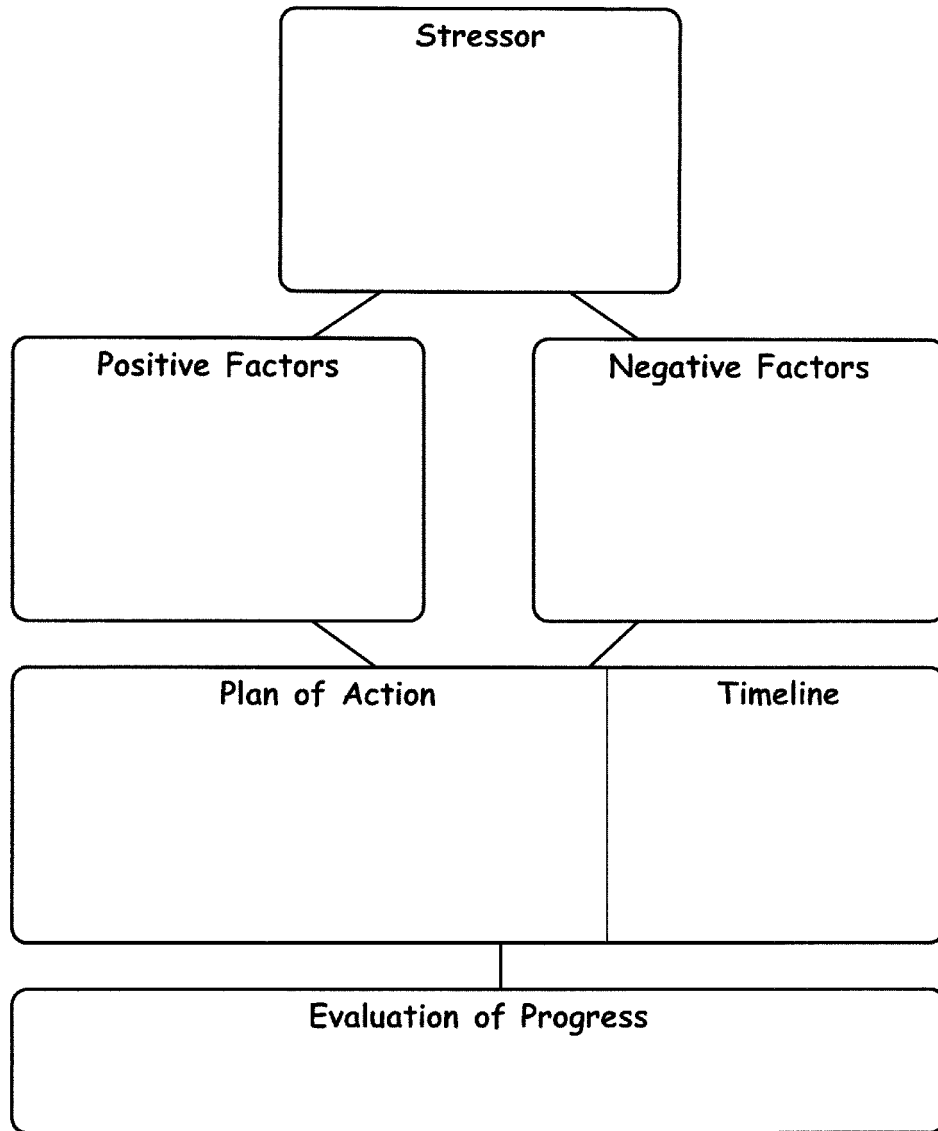
Stress-Reduction Plan



Name _____ Class _____ Date _____

People react to situations or stress in different ways. It is important to recognize what causes stress for you (your stressors) and the ways to reduce personal stress.

Use the following frame to identify the stressor(s) that you want to change or can change, note the positive and negative factors that will help or hinder you in making the change, specify a plan of action to reduce stress, including a timeline, and evaluate your progress.



Positive Self-Talk Questionnaire



Name _____ Class _____ Date _____

Complete each of the following sentences using positive self-talk.

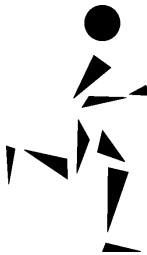
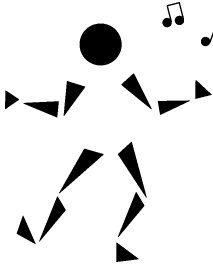

1.	When I do a good job, I ...
2.	When someone thanks me, I ...
3.	When someone gives me a compliment, I ...
4.	When other people smile at me, I ...
5.	When my work is appreciated, I ...
6.	When I make an error, I ...
7.	When I contribute to a class discussion, I ...
8.	When I'm unhappy, I ...
9.	When I'm lonely, I ...
10.	When I'm feeling good, I ...
11.	When I feel proud, I ...
12.	When I feel angry, I ...
13.	When someone makes me feel special, I ...
14.	When I feel stressed, I ...



Benefits Bubbles



Name _____ Class _____ Date _____





Intensity	Activities	Benefits
<p>Vigorous</p> 		
<p>Moderate</p> 		
<p>Light</p> 		



Appendices

APPENDIX A: PHYSICAL ACTIVITY CATEGORIES

The following activities contribute to the development of skills related to the five general learning outcomes. The categories and activities are provided as general suggestions and others may be added where suitable. In some cases, activities/sports are listed twice since they may relate tactically to more than one category. When planning, choose activities that are safe and age/developmentally appropriate.

 Individual/Dual Sports/Games	 Team Sports/Games	 Alternative Pursuits	 Rhythmic/ Gymnastic Activities	 Fitness Activities
<p>Basic Movement Activities</p> <ul style="list-style-type: none"> • hoop • beanbag • ball • station • hopscotch • kick-sack • juggling • rope jumping • scooter • scoop • balloon <p>Athletics (Track and Field Activities)</p> <ul style="list-style-type: none"> • running • jumping • throwing <p>Combatives</p> <ul style="list-style-type: none"> • martial arts • self-defence • wrestling • fencing • pulling/pushing activities <p>Innovative</p> <ul style="list-style-type: none"> • creative or novel games • cooperative challenges <p>Net/Wall</p> <ul style="list-style-type: none"> • tennis • badminton • table tennis • handball • racquetball • squash <p>Target</p> <ul style="list-style-type: none"> • archery • bocce • bowling • golf 	<p>Lead-up Games/Activities</p> <ul style="list-style-type: none"> • tag • dodge-ball-type • station • relays • cooperative • parachute • team building • modified sports/games <p>Striking/Fielding</p> <ul style="list-style-type: none"> • softball • cricket or rounder • T-ball • touch football • ultimate • kinball <p>Territory/Invasion</p> <ul style="list-style-type: none"> • soccer • basketball • touch football • hockey (field, floor, ice) • team handball • lacrosse • rugby • ultimate • bandy <p>Net/Wall</p> <ul style="list-style-type: none"> • volleyball • pickleball • Sepak Takraw <p>Target</p> <ul style="list-style-type: none"> • curling • basketball • soccer • hockey (field, floor, ice) <p>Multicultural Games</p> <ul style="list-style-type: none"> • Aboriginal • African • Asian • Carribean • other cultures 	<p>Aquatics</p> <ul style="list-style-type: none"> • water adjustment • survival techniques • stroke development • skills application • snorkelling • water games • synchronized swimming • underwater games <p>Land-Based</p> <ul style="list-style-type: none"> • hiking • backpacking • wall climbing • camping • orienteering • snowshoeing • skiing (cross-country, downhill) • snowboarding • skating • in-line skating • walking • winter games • cycling <p>Water-Based</p> <ul style="list-style-type: none"> • canoeing • rowing • kayaking • sailing • sailboarding 	<p>Rhythmics</p> <ul style="list-style-type: none"> • singing and clapping games • aerobic dance • lummi sticks • tinikling <p>Creative Activities</p> <ul style="list-style-type: none"> • interpretive • modern <p>Multicultural Activities</p> <ul style="list-style-type: none"> • folk and square dances • round dance • hoop dance <p>Contemporary Activities</p> <ul style="list-style-type: none"> • line • jive/swing • partner • jazz • hip hop • funk <p>Ballroom Dances</p> <ul style="list-style-type: none"> • waltz • foxtrot • polka • mambo <p>Educational Gymnastics</p> <ul style="list-style-type: none"> • statics • locomotions • springs • rotations • landings • swings <p>Rhythmic Gymnastics</p> <ul style="list-style-type: none"> • hoop • ball • ribbon • club • scarf • rope <p>Acrobatic Gymnastics</p> <ul style="list-style-type: none"> • tumbling • pyramids • trampoline <p>Artistic Gymnastics</p> <ul style="list-style-type: none"> • floor exercises • uneven bars • parallel bars • high bar • vault box • pommel horse • rings • balance beam 	<p>Training Programs</p> <ul style="list-style-type: none"> • aerobics • rope jumping • jogging • lap swimming • cycling • use of exercise equipment • weight training • bench stepping • interval training • scooter activities • circuits • yoga • cross-country skiing • relaxation exercises

NOTES



APPENDIX B: SUGGESTIONS FOR PLANNING OVERALL IMPLEMENTATION

The Framework requires schools/divisions/districts to establish a planning process for implementing the combined physical education/health education (PE/HE) curriculum. The following steps are suggested to help teachers, administrators, and school/division/district teams with the initial planning for overall implementation.

1. Decide on a curriculum delivery model.

- 1.1. Determine staff assignment. Decide who will teach the combined PE/HE curriculum (e.g., shared or not shared).
- 1.2. Develop a timetable, scheduling the minimum recommended time for each grade (i.e., 11% of the instructional time, with 75% of the time spent on physical education-related student learning outcomes [150 minutes per six-day cycle] and 25% of the time spent on health education-related student learning outcomes [48 minutes per six-day cycle]). Refer to the Time Allotments discussion in the Framework Overview (see Framework Excerpts).
- 1.3. Review and assess available facilities, equipment, and resources. Examine ways to use existing space and resources to the fullest and assess future needs.

2. Conduct a learning outcomes analysis.

- 2.1. Examine how the PE/HE learning outcomes are organized in the Framework. (Refer to The Curriculum Map and to the Summary Chart for each of the five general learning outcomes in the Framework Excerpts. The Grade Lists of Specific Student Learning Outcomes are also available online at the Manitoba Education and Youth website: <http://www.edu.gov.mb.ca/ks4/cur/physhlth/k-s4framework.html>.)
- 2.2. If the school/division/district is using a shared delivery model that supports an integrated approach, decide on a strategy to determine learning outcome distribution related to subject area connection and teacher responsibility. For example, determine which learning outcomes will be addressed in a PE setting, in an HE setting, and/or in both settings, as well as by whom.

3. Perform a curricular connection analysis.

- 3.1. Examine ways to integrate the HE and/or PE content in other subject areas, or vice versa.

- 3.2. Develop a school health-promotion plan to facilitate integration using the appropriate PE/HE strands/topics identified for each grade. Themes or topics may vary from grade to grade, depending on the content related to the specific learning outcomes for that grade. For example, schools may wish to establish a health-theme week in each month of the school year to match the health-promotion calendar, based on the strand or sub-strand titles. Doing this at the beginning of the school year would assist teachers in planning integrated units.

Example:

Health-Promotion Calendar	
Month/Week	Health Strands/Sub-strands/Themes
September	Personal Health Practices
October	Community Safety Awareness
November	Substance Use and Abuse Prevention
December	Social Development/Violence Prevention
January	Personal Development
February	Active Living
March	Nutrition
April	Personal Health Practices (dental health)
May	Mental-Emotional Development
June	Environmental Safety Awareness

APPENDIX C: PROGRAMMING FOR STUDENTS WITH SPECIAL NEEDS

Planning for Inclusion

The policy of Manitoba Education and Youth is to provide all students with access to learning opportunities commensurate with their needs and abilities.

Strategies for Personalized Instruction

In planning for inclusion, educators need to consider the varying developmental rates and needs of all students. For some students, achievement of the physical education/health education (PE/HE) learning outcomes necessitates changes and adaptations in teaching strategies, classroom organization, and assessment and evaluation practices. Good teaching practice includes the use of *differentiated* instruction to enable students to meet (or to extend their learning beyond) the learning outcomes identified in the provincial curriculum. (For additional information on differentiated instruction, see *Success for All Learners*. Additional information on terms can be found in the Framework Overview—see Framework Excerpts at the back of this document.)

Beyond using differentiation, teachers can personalize instruction to meet the needs of students who have more diverse needs. First, teachers can personalize their instructional methods by manipulating variables such as instructional time, classroom organization, and assessment and evaluation practices to help meet individual student needs. This strategy is referred to as *adapting* instruction.

If making adaptations to instructional methods is not sufficient, teachers (with student and parental agreement) can personalize instructional content and document the changes in a student’s cumulative file.

- If the alteration to the curriculum for students with a physical disability significantly reduces the number, essence, or content of learning outcomes, the strategy is referred to as *accommodating* instruction.
- If the alteration to the curriculum for students with a significant cognitive disability significantly reduces the number, essence, or content of learning outcomes, the strategy is referred to as *modifying* instruction.

Beyond making modifications, teachers can use the strategy of *individualized* programming, which means using a different framework for developing a student’s curriculum. For instance, rather than following the physical education curriculum, the student’s curriculum might be developed from a recreational perspective. Regardless of whether instructional content is personalized by modifying the provincial curriculum or by designing individualized programming, an individual education plan (IEP) must be written.

References:

- Manitoba Education and Training. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1998.
- Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary-6*. Halifax, NS: Nova Scotia Education and Culture, 1998. 145–160.

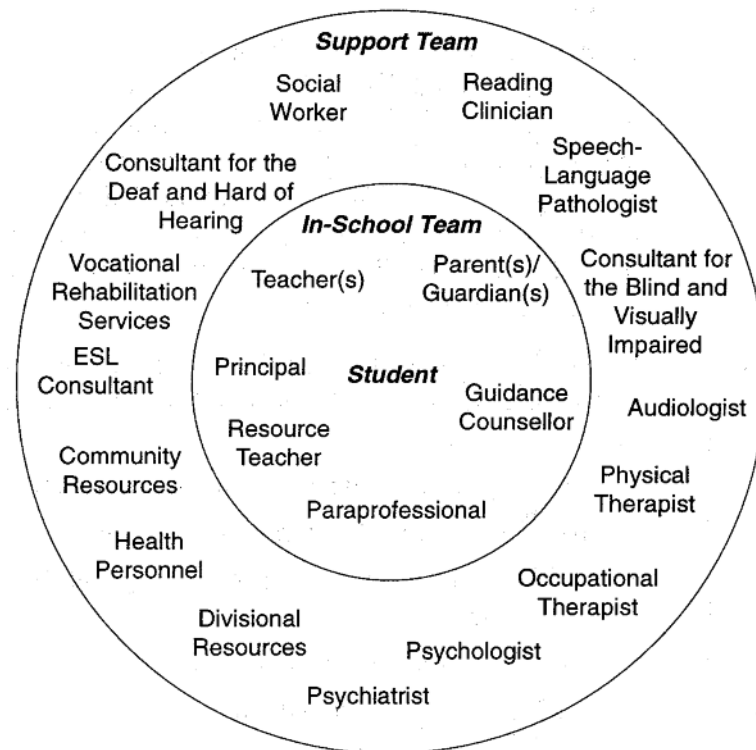
Individual Education Planning

For assistance in developing and implementing an IEP, refer to the process outlined on page 3.3 of *Individual Education Planning* (Manitoba Education and Training). When planning an IEP for a student, include the following essential components:

- student identification and background information
- current levels of performance, which reflect team consensus on the student's abilities and needs
- specific student learning outcomes
- performance expectations
- instructional methods, resources, and strategies
- the names of team members who will implement the IEP, and the setting(s) where it will be implemented
- plans and timelines for assessment, evaluation, and review

The following personnel may be part of the IEP team:

The Composition of IEP Teams



The Composition of IEP Teams: Reproduced from *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*. Winnipeg, MB: Manitoba Education and Training, 1998. 3.5.

Planning Tools

The educational experience and learning outcomes should be the same for all students whenever possible. In addition to considering the suggestions provided in *Individual Education Planning*, teachers may find the following questions useful in determining the extent of change or adaptation required in a classroom or gymnasium.

- What is the student able to do and/or participate in independently within the regular classroom setting?
- What is the student able to do and/or participate in with the assistance of the usual classroom supports?
- What is the student able to do and/or participate in with the assistance of additional classroom supports?
- Which learning outcomes identified in the curriculum is the student unable to meet and which individualized learning outcomes will replace them?
- What level of support is required to assist the student in achieving the individualized learning outcomes, keeping in mind the availability of resources and supports (e.g., usual supports, additional classroom supports)?
- Are any services best provided in a setting other than the classroom? If so, how can they be scheduled to be least disruptive to the student's inclusion in his or her class?

The following pages provide several planning tools (along with completed examples) to assist in planning for inclusion of all students in physical education and/or health education settings:

- Form 1: Planning for Inclusion in Physical Education/Health Education
- Form 2: Learning Outcome Planner (for personalizing student learning in physical education and/or health education)
- Form 3: Visual Planner for Inclusion in Physical Education/Health Education

Planning for Inclusion in Physical Education/Health Education

Form 1

Name _____ Grade _____ Room _____

Process	Notes
Obtain Information Related to Disability	
Identify Supports	
Define Safety Concerns	
Assess Skills	
Provide Suggestions for <ul style="list-style-type: none"> • Adaptations (AD) • Accommodations (AC) • Modifications (M) 	
Set Realistic Learning Outcomes	
Select Learning Activities/Strategies	
Implement and Assess	
Contribute to IEP Process	

References:

National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education: Maximizing Opportunities for Students with a Disability—Introduction*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994.

Nova Scotia Education and Culture. *Physical Education Curriculum: Grades Primary–6*. Halifax, NS: Nova Scotia Education and Culture, 1998.

Planning for Inclusion in Physical Education/Health Education Form 1: Example

Name _____ Grade 5 Room _____

Process	Notes
Obtain Information Related to Asperger Syndrome (Autism)	Background information: <ul style="list-style-type: none"> • need for one-on-one support • high functioning academically • dependent on routine • egocentric view • difficulty putting abstract into action • difficulty attending to social and emotional issues • inappropriate social interaction—laughing, crying, spinning or flapping head and arms • poor basic movement skills
Identify Supports	<ul style="list-style-type: none"> • Recognize the uniqueness of each student. • Maintain a routine. • Assist the student in focusing on a task by using a peer partner or a teacher assistant. • Respond to the student from a close proximity.
Define Safety Concerns	The student may <ul style="list-style-type: none"> • wander during activity and flap or spin (arms and head) while totally unaware of the students and activity around him or her • be unresponsive to simple and general comments • lack the basic movement skills to perform sport-specific skills properly
Assess Skills 1. Defence/Offence 2. Manipulation	<ul style="list-style-type: none"> • 1. Initial—The student cannot understand how to move to an open space on the court to receive a pass. • 2. Initial—The student is able to perform many sport-specific skills (e.g., dribble, shoot, forearm pass, catch, throw) in isolation, but has difficulty combining these skills in a drill or game situation.
Provide Suggestions for • Adaptations (AD) • Accommodations (AC) • Modifications (M)	<ul style="list-style-type: none"> • Have the student perform and/or practise skills with assistance. (AC) • Simplify the game or activity to allow for flexibility for the student. (AC) • Demonstrate all activities with the student. (AD) • Have the student play games or activities with assistance to help focus on the required skill and appropriate space to use. (M)
Set Realistic Learning Outcomes	<ul style="list-style-type: none"> • Have the student demonstrate abstract skills or activities with assistance. • Use cue words for every step of a skill or game.
Select Learning Activities/Strategies	<ul style="list-style-type: none"> • Maintain a routine. • Watch for spinning or flapping of arms and head. • Provide encouragement for participation in all activities. • Have the student talk through each step of skills performed. • Provide one-on-one assistance for games and activities. • Use task analysis and progressions. • Give verbal cues to the student for upcoming changes.
Implement and Assess	<ul style="list-style-type: none"> • Make changes or adjustments as needed.
Contribute to IEP Process	<ul style="list-style-type: none"> • Share adjustments (AD, AC, M) required for physical education with the IEP team.

References:

Abraham, Michael C. *Adapted Phys Ed.* Grand Rapids, MI: LDA, 2000.

Asperger Syndrome Coalition of the U.S.: <<http://www.asperger.org>>.

National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education: Maximizing Opportunities for Students with a Disability—Introduction.* Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994.

Learning Outcome Planner

Form 2

Name _____ Grade _____ Unit _____

Health and Safety Considerations for a student with _____:

- _____
- _____
- _____
- _____
- _____

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress

Learning Outcome Planner

Form 2: Example

Name _____ Grade 8 Unit Basketball

Health and Safety Considerations for a student with cerebral palsy:

Be aware of potential difficulties related to

- limb movements (“hemiplegia—The arm and leg on the same side are affected.”*)
- muscle tone (“spastic—The movement is restricted by tight muscles.”*)
- basic movement skills, especially balance
- working at heights, especially absorbing the force when landing or falling
- limited speech/language

Establish safe playing areas, especially if objects are being thrown or caught. Check the student’s cumulative file for other information (e.g., medical history, therapists’ reports).

Specific Learning Outcomes	Individualized Learning Outcomes	Adaptations (AD), Accommodations (AC), or Modifications (M)	Equipment, Materials, and Personnel	Comments	
				Achievement	Progress
<p><input type="checkbox"/> S.1.8.A.2 Perform combinations of manipulation skills (e.g. dribbling/shooting, tossing/catching...), applying mechanical principles on use of projectiles (e.g., increasing relative projection height or angle tends to increase flight time...) for control.</p>	<p>a. Perform manipulation skills in isolation while applying the mechanical principles.</p> <p>b. Describe orally, or indicate from a picture, examples of manipulation skill combinations and their flight patterns, depending on the application of force.</p>	<ul style="list-style-type: none"> • Change equipment size or weight (e.g., smaller or lighter). (AD) • Change the location or height of the target or hoop (e.g., lower, larger, on the ground). (M) • Create a “no challenge zone” during game play. (AC) • Provide a “buddy” to receive passes and hand off the ball, versus throwing. (AC) 	<ul style="list-style-type: none"> • buddy • trained personnel (e.g., physical education teacher) • variety of balls (e.g., basketballs, foam, utility) • hoops or garbage cans to use as targets 		

Reference:

* National Education Steering Committee of the Moving to Inclusion Initiative. *Moving to Inclusion: Active Living through Physical Education: Maximizing Opportunities for Students with Cerebral Palsy*. Abridged version. Gloucester, ON: Active Living Alliance for Canadians with a Disability, 1994. 3–4.

Visual Planner for Inclusion in Physical Education/Health Education

Form 3

Name _____ Grade _____ Unit _____



What is everybody doing?



Can _____
 participate just like everyone else?



No?
 What can we
 do to include
 _____?



Can we give _____
 some help from friends?
 From whom?

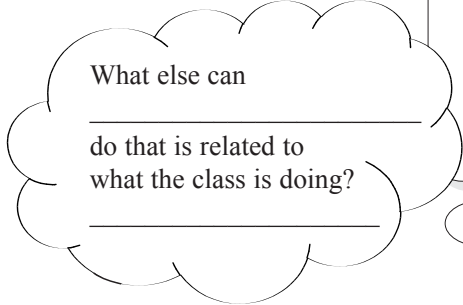
Can an adult help?

 Who? _____



Can _____ use different materials (adaptation)?
 What materials? _____
 How will they be used? _____

 Does the learning outcome need to be changed (modification)
 or adjusted (accommodation) for
 _____?



APPENDIX D: SUGGESTIONS FOR YEARLY PLANNING

Examples of Yearly Plans

The following examples model two ways of organizing a yearly plan for implementing the Physical Education/Health Education curriculum, using an integrated approach.

Example 1: Yearly Planning by General Learning Outcomes (GLOs)

If teachers are organizing a yearly plan by GLOs, they could prepare a chart such as the following, outlining the GLOs, physical activity categories, and health strands/sub-strands/topics. Teachers would

- focus on addressing/assessing particular GLOs and the corresponding specific learning outcomes for a certain period of time (e.g., a week, a cycle, “x” number of classes) on a rotating basis
- choose physical activities to help students achieve the selected learning outcomes
- decide on the health strand(s)/sub-strand(s)/topic(s) that would best connect with the content addressed in a particular period of time
- use the selected period of time as a guideline while monitoring student progress and achievement

Example:

Organizing the Year by General Learning Outcomes		
GLO Focus for Instruction and Assessment	Physical Education Focus	Health Education Focus
	Physical Activity Category	Health Strand/Sub-strand/Topic
<ul style="list-style-type: none"> • GLO 1—Movement • GLO 2—Fitness Management • GLO 3—Safety • GLO 4—Personal and Social Management • GLO 5—Healthy Lifestyle Practices 	<ul style="list-style-type: none"> • Individual/Dual Sports/Games • Team Sports/Games • Alternative Pursuits • Rhythmic/Gymnastic Activities • Fitness Activities 	<ul style="list-style-type: none"> • Safety of Self and Others • Personal Development • Social Development • Mental-Emotional Development • Personal Health Practices • Active Living • Nutrition • Substance Use and Abuse Prevention • Human Sexuality

Note that this organizational chart identifies the GLOs and related specific learning outcomes that teachers would *emphasize* and *assess* during a particular time. It is intended that all lessons or classes will address or reinforce each general learning outcome throughout the year.

A more detailed example of organizing the year by GLOs follows.

Organizing the Year by General Learning Outcomes					
Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme* * Refer to Appendix A: Physical Activity Categories for activity suggestions.	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme* * Refer to list of sub- strands in GLO Summary Charts—see Framework Excerpts.
1	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Group/Team Sports/Games <i>Game/Skill Theme(s):</i> lead-up games/activities (cooperative)	September	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	A.1 Self-Awareness/ Self-Esteem A.2 Goal Setting A.3 Decision Making/ Problem Solving <i>Skill Sub-strand(s):</i> goal setting/planning; decision making/ problem solving
2	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Alternative Pursuits <i>Game/Skill Theme(s):</i> territory/invasion			
3 & 4	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> training programs			
5 & 6	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> rhythmic gymnastics	October	GLO 3—Safety <i>Knowledge Strand(s):</i> E. Safety of Self and Others <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Community Safety Awareness B.2 Environmental Safety Awareness B.4 Community Support and Services <i>Skill Sub-strand(s):</i> decision making/problem solving
7 & 8	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> target-type games			
9 & 10	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Group/Team Sports/Games <i>Game/Skill Theme(s):</i> net/wall games	November	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> B. Active Living (Grades 6, 8) D. Substance Use and Abuse Prevention (Grades 5, 7) <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Benefits of Physical Activity B.2 Physical Activity Choices B.3 Influence of Technology on Physical Activity D.1 Helpful and Harmful Substances D.2 Effects of Substance Use D.3 Factors Affecting Substance Use <i>Skill Sub-strand(s):</i> decision making/problem solving
11 & 12	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Sports/Games <i>Game/Skill Theme(s):</i> innovative games			
First Reporting Period					

(continued)

Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
13	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> multicultural	December	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development C. Mental-Emotional Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.2 Relationships B.3 Conflict-Resolution Process (Grades 5, 7) B.4 Avoidance and Refusal Strategies (Grades 5, 7) C.1 Feelings and Emotions (Grades 6, 8) C.2 Elements of Stress (Grades 6, 8) C.3 Effects of Stress (Grades 6, 8) C.4 Stress-Management Strategies (Grades 6, 8) <i>Skill Sub-strand(s):</i> interpersonal skills (Grades 5 to 8); conflict resolution (Grades 5, 7); stress-management skills (Grades 6, 8)
14	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> multicultural			
Winter Break					
15	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> training programs, combatives	January	GLO 3—Safety <i>Knowledge Strand(s):</i> B. Safety of Self and Others <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.3 Prevention and Care of Injuries (Grades 6, 8) B.5 Violence Prevention (Grades 5, 7) B.6 Personal Safety (Grades 5, 7) <i>Skill Sub-strand(s):</i> decision making/ problem solving; interpersonal skills; first aid skills (Grade 6)
16	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Group/Team Sports/Games <i>Game/Skill Theme(s):</i> territory/invasion			
17	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Group/Team Sports/Games <i>Game/Skill Theme(s):</i> territory/invasion			
18	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> C. Alternative Pursuits	Alternative Pursuits <i>Game/Skill Theme(s):</i> land-based, snow activities	February	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Social Responsibility (appreciation of diversity) <i>Skill Sub-strand(s):</i> decision making/ problem solving; interpersonal skills; conflict resolution
19	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Alternative Pursuits <i>Game/Skill Theme(s):</i> land-based, snow activities			

(continued)

Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
20 & 21	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> training programs	March	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> A. Personal Health Practices (Grades 5, 6, 8) C. Nutrition (Grades 6, 8) D. Substance Use and Abuse Prevention (Grades 5, 7) <i>Skill Strand(s)</i> A. Personal and Social Management Skills	C.1 Healthy Eating C.2 Food and Fluid for Active Bodies D.1 Helpful and Harmful Substances D.2 Effects of Substance Use D.3 Factors Affecting Substance Use <i>Skill Sub-strand(s):</i> decision making/ problem solving
22	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Sports/Games (individual/dual and group/team) <i>Game/Skill Theme(s):</i> cooperative/team-building activities			
23	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Sports/Games (individual/dual and group/team) <i>Game/Skill Theme(s):</i> lead-up games/ activities			
Reporting Period: Spring Break					
24	GLO 4—Personal and Social Management <i>Knowledge Strand(s):</i> A. Personal Development B. Social Development <i>Skill Strand(s):</i> A. Personal and Social Management Skills	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> net/wall	April	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> A. Personal Health Practices (Grades 5, 6, 8) <i>Skill Strand(s):</i> A. Personal and Social Management Skills	A.1 Personal Health Practices A.2 Illness/Disease Prevention A.3 Dental Health (Grade 5) <i>Skill Sub-strand(s):</i> decision making/ problem solving
25	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> net/wall			
26 & 27	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> D. Rhythmic/Gymnastic Activities	Rhythmic/Gymnastic Activities <i>Game/Skill Theme(s):</i> acrobatics, dance			

(continued)

Cycle/ Week(s)	Physical Education (PE) GLO/Strand Focus for Instruction and Assessment	Physical Activity Category and Theme	Month	Health Education (HE) GLO/Strand Focus for Instruction and Assessment	Health Sub-strand and Theme
28 & 29	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Individual/Dual Sports/Games <i>Game/Skill Theme(s):</i> athletics	May	GLO 5—Healthy Lifestyle Practices <i>Knowledge Strand(s):</i> B. Active Living (Grades 6, 8) E. Human Sexuality (Grades 5, 7) <i>Skill Strand(s):</i> A. Personal and Social Management Skills	B.1 Benefits of Physical Activity B.2 Physical Activity Choices B.3 Influence of Technology on Physical Activity E.1 Biological Growth and Development E.2 Psychological Factors E.3 Sociological Factors E.4 Health Issues <i>Skill Sub-strand(s):</i> decision making/ problem solving
30	GLO 2—Fitness Management <i>Knowledge Strand(s):</i> A. Fitness Components B. Fitness Benefits C. Fitness Development <i>Skill Strand(s):</i> A. Fitness-Management Skills	Fitness Activities <i>Game/Skill Theme(s):</i> training			
31	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Safe Practices	Alternative Pursuits (Water Safety—Grades 5, 7; Cycling Safety— Grades 6, 8)	June	GLO 3—Safety <i>Knowledge Strand(s):</i> A. Physical Activity Risk Management <i>Skill Strand(s):</i> A. Personal and Social Management Skills	A.5 Alternative Pursuits (Water Safety—Grades 5, 7; Cycling Safety— Grades 6, 8) <i>Skill Sub-strand(s):</i> decision making/ problem solving
32 & 33	GLO 1—Movement <i>Knowledge Strand(s):</i> A. Basic Movement B. Movement Development C. Activity-Specific Movement <i>Skill Strand(s):</i> B. Sports/Games	Sports/Games <i>Game/Skill Theme(s):</i> striking/fielding			
Final Report					

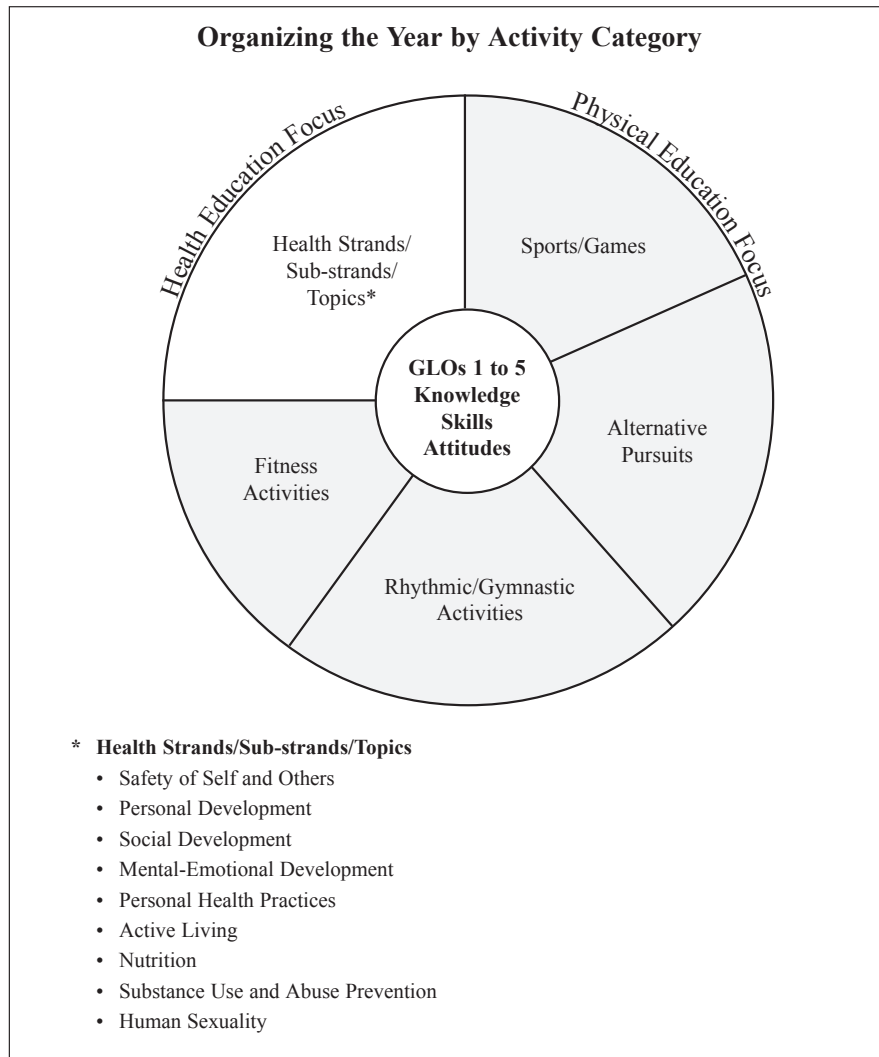
Example 2: Yearly Planning by Activity Category

In organizing a yearly plan by activity category, teachers would

- choose physical activities related to a category
- determine how much time is to be spent on these learning activities
- identify the specific learning outcomes that will be achieved through these learning activities
- decide on a health strand/sub-strand/topic that would best connect with the content addressed in the particular period of time

The following chart outlines the physical activity categories and the health strands/sub-strands/topics that contribute to the development of the five GLOs. The shaded portion indicates the 75% of the time allocated for physical education and the non-shaded portion represents the 25% of the time allocated for health education.

Example:



APPENDIX E: UNIT PLANNER

Unit Planner
 Grade: _____ Time Period: _____ GLO Focus: _____
 Physical Activity (PA) Category: _____ Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): _____
 Essential Question: _____

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1					
2					
3					
4					
5					
1					
2					
3					
4					
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1					
2					
3					
4					
5					

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

Unit Planner: Example 1.1

Grade: 5

Time Period: Ongoing

GLO Focus: GLO 2—Fitness Management

Physical Activity (PA) Category: Fitness Activities

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Fitness Management

Essential Question 1: Can you assess your personal fitness in relation to health-related fitness components with an emphasis on the cardiovascular system?

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	□ K2.5.A.1 Identify health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition...) and one example of an appropriate exercise for each component (e.g., skip rope for cardiovascular endurance development.)	♦ What's Behind You? ♦ Create a Workout	♦ Observations: Create a Workout ♦ Wearheart Group Assessment: Checklist See BLM 5-6: Create a Workout.	• Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation (hereafter referred to as 5-8 PE/HSE) • Physical Best Activity Guide (AAHPERD)	ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.
1 ② 3 4 5	□ K2.5.C.1a Recognize the terms associated with the functions of the cardiovascular system (i.e., resting heart rate, maximum heart rate, target heart rate, blood pressure, recovery heart rate) in the context of exercise and physical activity.	♦ Active Heart Fair	♦ Performance Task: Active Heart Fair (Project) Teacher Assessment: Scoring Rubric See BLM G-9: Project-Assessment Rubric.	• 5-8 PE/HSE	ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. SC: Cluster 1—Maintaining a Healthy Body
1 ② 3 4 5	□ K2.5.C.1b Describe the effects of aerobic activities and inactivity on the cardiovascular system (i.e., lowered resting heart rate, increased/decreased heart size, increased/decreased stroke volume).	♦ Active/Inactive	♦ Questioning/Interview: Effects of Aerobic Activities Group Assessment: Inventory	• Heart and Stroke Foundation of Manitoba Resources	ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. PE/HSE: GLO 2—Fitness Management (S2.5.A.1a, S2.5.A.1b) SC: Cluster 1—Maintaining a Healthy Body
1 ② 3 4 5	□ S2.5.A.2 Demonstrate use of short-cut methods (e.g., 6-second count x 10; 10-second count x 6...) and/or technology (e.g., heart-rate monitors...) for monitoring heart-rate counts before, during, and after activities, and relate to target heart-rate zones (e.g., general health, best fitness, healthy heart.)	♦ Taking Your Heart Rate ♦ Heart-Rate Inquiry	♦ Learning Log: Heart-Rate Inquiry Teacher Assessment: Inventory See BLM G-7: Heart-Rate Predictions.	• 5-8 PE/HSE • Lessons from the Heart (Kirshenick and Bimbaum)	MA: Patterns and Relations SC: Cluster 1—Maintaining a Healthy Body
1 ② 3 4 5	□ S2.4.A.3a ↔ S2.5.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified cut-up, 1600-metre run...).	♦ Fitness Assessments	♦ Journal/Learning Log: All Fitness Activities Self-Assessment Inventory See BLM 5-5: Personal Record Sheet.	• 5-8 PE/HSE • Physical Best Activity Guide (AAHPERD) • FITNESSGRAM® 6.0 Test Kit (The Cooper Institute for Aerobics Research)	MA: Patterns and Relations SC: Cluster 1—Maintaining a Healthy Body

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

Unit Planner: Example 1.2

Grade: 5

Time Period: All Year GLO Focus: GLO 2—Fitness Management; GLO 4—Personal and Social Management

Physical Activity (PA) Category: Fitness Activities Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Fitness Management

Essential Question 2: How can I develop a personal fitness plan related to the health-related fitness components?

General Learning Outcome	Specific Learning Outcome	Learning/Teaching Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	K.2.5.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development.	<ul style="list-style-type: none"> ◆ Fitness Plan 	<ul style="list-style-type: none"> ◆ Journal/Learning Log: Fitness Plan Self-Assessment: Anecdotal Notes See BLM 5-7: Fitness Goal Setting and BLM 5-8: Fitness Goal Factors. 	<ul style="list-style-type: none"> • 5-8 PE/HE • <i>Canada's Physical Activity Guide for Youth</i> (Health Canada): <http://www.health.gc.ca/ppph/pageid/youth.html> 	<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>MA: Statistics and Probability</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p>
1 ② 3 4 5	S.2.5.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) to check and revise personal goals.	<ul style="list-style-type: none"> ◆ Activity Participation See BLM G-6: Physical Activity Log (PAL). ◆ Journal Entries 	<ul style="list-style-type: none"> ◆ Journal/Learning Log: All Fitness Activities Self-Assessment: Inventory See BLM 5-5: Personal Record Sheet and BLM 5-7: Fitness Goal Setting. 	<ul style="list-style-type: none"> • 5-8 PE/HE • <i>Physical Best Activity Guide</i> (AAHPERD) 	<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>GLO 3—Manage ideas and information.</p> <p>MA: Patterns and Relations</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p>
1 2 3 ④ 5	K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success.	<ul style="list-style-type: none"> ◆ Fitness Goal Setting See BLM 5-7: Fitness Goal Setting. 	<ul style="list-style-type: none"> ◆ Journal/Learning Log: Fitness Goal Setting Self-Assessment: Anecdotal Notes 	<ul style="list-style-type: none"> • 5-8 PE/HE • <i>Canada's Physical Activity Guide for Youth</i> (Health Canada) 	<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p>
1 2 3 ④ 5	K.4.5.A.3 Identify the influence of self (e.g., personal goals, emotions...) and others (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) on setting priorities and making responsible personal decisions (e.g., academic achievement, leisure activities...).	<ul style="list-style-type: none"> ◆ Input Output Learning Outcome Connection (K.2.5.C.2) 	<ul style="list-style-type: none"> ◆ Paper and Pencil Task: All Activities Self-Assessment Checklist 	<ul style="list-style-type: none"> • 5-8 PE/HE 	<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>GLO 4—Enhance the clarity and artistry of communication.</p> <p>GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> <p>SS: Identity, Culture, and Community</p>

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

Unit Planner: Example 1.3

Grade: 5

Time Period: All Year

GLO Focus: GLO 2—Fitness Management; GLO 3—Safety

Physical Activity (PA) Category: Fitness Activities

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Fitness Management

Essential Question 3: What will I do to work towards achieving my fitness goals safely on a daily basis?

General Learning Outcome	Specific Learning Outcome	Teaching/Learning Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	<input type="checkbox"/> K.2.5.B.1 Identify the fitness benefits (i.e., muscle and bone development, decreased susceptibility to stress, positive self-esteem, faster heart-rate recovery) of moderate to vigorous fitness-type activities over time.	◆ All Fitness Activities	◆ Questioning/Interview: Fitness Benefits Group-Assessment: Inventory	<ul style="list-style-type: none"> 5-8 PE/HE <i>Lessons from the Heart</i> (Kirpatrick and Bimbaum) 	<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. SC: Cluster 1—Maintaining a Healthy Body</p>
1 ② 3 4 5	<input type="checkbox"/> K.2.5.C.3 Show an understanding that stretching exercises for the major muscle groups should be held for a minimum length of time to be effective (e.g., as long as it feels comfortable, which is usually 10 to 30 seconds with three to five repetitions...).	◆ Cool-down Stretches	◆ Observation: Cool-down Stretches Teacher Assessment Checklist	<ul style="list-style-type: none"> 5-8 PE/HE <i>Health-Related Fitness for Grades 5 and 6</i> (Hopper, Fisher, and Munniz) 	<p>ELA: GLO 5—Celebrate and build community. SC: Cluster 1—Maintaining a Healthy Body</p>
1 ② 3 4 5	<input type="checkbox"/> K.2.5.C.4 Determine the intrinsic (e.g., enjoyment, enhanced health, level of success, increased energy level, affiliation...) and extrinsic (e.g., awards, media, sport heroes, family, peers...) factors that motivate participation for fitness development.	◆ Activity Inventory	◆ Paper and Pencil Task: Activity Inventory Self-Assessment Inventory See BLM 5-9: Why I Participate.	<ul style="list-style-type: none"> 5-8 PE/HE 	<p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p>
1 ② 3 4 5	<input type="checkbox"/> S.2.5.A.1a Demonstrate correct execution of exercises (e.g., keeping body straight for push-ups, keeping legs bent for curl-ups...) designed to improve and maintain personal fitness associated with health-related fitness components.	◆ Fitness Circuit	◆ Performance Task: Fitness Circuit Peer Assessment Checklist	<ul style="list-style-type: none"> 5-8 PE/HE 	<p>SC: Cluster 1—Maintaining a Healthy Body</p>

(continued)

Unit Planner: Example 1.3 (continued)

Grade: 5

Time Period: All Year

GLO Focus: GLO 2—Fitness Management; GLO 3—Safety

Physical Activity (PA) Category: Fitness Activities

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Fitness Management

Essential Question 3: What will I do to work towards achieving my fitness goals safely on a daily basis?

General Learning Outcome	Specific Learning Outcome	Teaching/Learning Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
1 ② 3 4 5	What is the student expected to know and/or be able to do? <input type="checkbox"/> S.2.5.A.1b Participate in continuous aerobic activity for a sustained period of time, while maintaining the target heart rate.	How is the student going to learn it? ♦ Pursuit Run	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)? ♦ Performance Task: All Activities Self-Assessment: Scoring Rubric	What learning resources will be used? • Manitoba Marathon Resources • <i>Lessons from the Heart</i> (Kintpatrick and Birnbaum)	To what subject area(s) can a connection be made? (within, between, beyond) MA: Patterns and Relations Statistics and Probability SC: Cluster 1—Maintaining a Healthy Body SS: Identity, Culture, and Community
1 2 ③ 4 5	<input type="checkbox"/> K.3.5.A.2 Show an understanding of safe stretching technique (e.g., sustained rather than “bounce” stretching, proper body alignment, keeping within the joints’ normal range of motion...) of selected exercises (e.g., calf stretch, modified hurdle stretch, arm circles...) in warm-up and cool-down routines.	Learning Outcome Connection (Cool-down Stretches) ♦ What’s Behind You?	Observation: Learning Outcome Connection (Cool-down Stretches) Teacher Assessment: Checklist	• 5-8 PE/HE	SC: Cluster 1—Maintaining a Healthy Body
1 2 ③ 4 5	<input type="checkbox"/> S.3.4.A.1 ⇨ S.3.5.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).	♦ Safe Participation	♦ Performance Task: All Activities Teacher Assessment: Scoring Rubric	• <i>Safety Guidelines for Physical Activity in Manitoba Schools</i> (MPETA et al.)	EIA: GLO 3—Manage ideas and information.

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

Unit Planner: Example 2.1

Grade: 8

Time Period: December

GLO Focus: GLO 4—Personal and Social Management

Physical Activity (PA) Category: N/A

Strand(s)/Sub-strand(s)/Topic(s)/Theme(s): Mental-Emotional Development: Stress Management

Essential Question 1: How does stress affect the human body?

General Learning Outcome	Specific Learning Outcome	Teaching/Learning Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 2 3 ④ 5	<input type="checkbox"/> K.4.8.C.2 Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...).	<ul style="list-style-type: none"> ◆ Ups and Downs ◆ Stranding Conversations 	<ul style="list-style-type: none"> ◆ Journal/Learning Log: All Activities Teacher Assessment: Anecdotal Notes 	<ul style="list-style-type: none"> • 5-8 PE/HE • COPE for Teens (McLeod and Panasiuk) 	<p>E.L.A.: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p>
1 2 3 ④ 5	<input type="checkbox"/> K.4.8.C.3 Examine the effects of stress (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) and relaxation (e.g., low blood pressure and heart rate...) on body systems (e.g., digestive, cardiovascular, endocrine...).	<ul style="list-style-type: none"> ◆ All Systems Alert ◆ Stress and Heart Rate 	<ul style="list-style-type: none"> ◆ Performance Task: All Systems Alert Group Assessment: Rating Scale 	<ul style="list-style-type: none"> • 5-8 PE/HE • Science Resources • COPE for Teens (McLeod and Panasiuk) 	<p>E.L.A.: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. SC: Cluster 1—Cells and Systems</p>
1 2 3 4 ⑤	<input type="checkbox"/> K.5.8.A.2 Examine lifestyle practices (e.g., physical activity habits, nutritional habits, use of tobacco and alcohol, rest habits, personal hygiene, stress management...) and their effects on body systems (e.g., contribute to or prevent coronary heart disease, diabetes, hypertension, cancer, osteoporosis, obesity, depression...).	<ul style="list-style-type: none"> ◆ All Systems Alert ◆ Systems Alert Collage 	<ul style="list-style-type: none"> ◆ Performance Task: All Systems Alert Group Assessment: Rating Scale 	<ul style="list-style-type: none"> • 5-8 PE/HE • Science Resources • COPE for Teens (McLeod and Panasiuk) 	<p>E.L.A.: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. SC: Cluster 1—Cells and Systems</p>
1 2 ③ 4 5	<input type="checkbox"/> K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism, youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).	<ul style="list-style-type: none"> ◆ Resource Interview 	<ul style="list-style-type: none"> ◆ Performance Task: Resource Interview Peer Assessment: Scoring Rubric 	<ul style="list-style-type: none"> • 5-8 PE/HE • Community Resources 	<p>E.L.A.: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p>

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

Unit Planner: Example 2.2

Grade: 8

Time Period: December

GLO Focus: GLO 4—Personal and Social Management

Physical Activity (PA) Category: N/A

Strand(s)/Sub-strand(s)/Theme(s): Mental-Emotional Development: Stress Management

Essential Question 2: How could you avoid or reduce the stress in your life?

General Learning Outcome	Specific Learning Outcome	Teaching/Learning Strategy	Assessment Strategy/Tool	Learning Resource	Curricular Connection
What is the student expected to know and/or be able to do?		How is the student going to learn it?	How is the student going to show his or her learning? What is the evidence (e.g., performance expectations/criteria, products)?	What learning resources will be used?	To what subject area(s) can a connection be made? (within, between, beyond)
1 ② 3 4 5	<p><input type="checkbox"/> K.4.B.C.4a List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety.</p>	<ul style="list-style-type: none"> ◆ Speed Challenge ◆ Wellness Day ◆ Coping with Stress See BLM 8-6: Stress-Reduction Plan. 	<ul style="list-style-type: none"> ◆ Journal/Learning Log: All Activities Self-Assessment: Anecdotal Notes ◆ Performance Task: Wellness Day Self-Assessment: Rating Scale 	<ul style="list-style-type: none"> • 5-8 PE/HE • <i>COPE for Teens</i> (McLeod and Panasuk) 	<p>ELA:</p> <ul style="list-style-type: none"> GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.
1 2 3 ④ 5	<p><input type="checkbox"/> S.4.B.A.5 Apply stress-management strategies (e.g., progressive relaxation, deep breathing, guided imagery, focusing, positive thinking, self-talk, talking with others, humour...) in case scenarios related to stressful situations (e.g., coping with anger, sadness, defeat, loss, changes associated with puberty, illness, environmental destruction...).</p>	<ul style="list-style-type: none"> ◆ Putting Stress to the Test ◆ Cool-downs ◆ Positive Self-Talk See BLM 8-7: Positive Self-Talk Questionnaire. 	<ul style="list-style-type: none"> ◆ Journal/Reflection: Putting Stress to the Test Self-Assessment: Anecdotal Notes 	<ul style="list-style-type: none"> • 5-8 PE/HE • <i>COPE for Teens</i> (McLeod and Panasuk) 	<p>ELA:</p> <ul style="list-style-type: none"> GLO 1—Explore thoughts, ideas, feelings, and experiences.
1 2 3 4 ⑤	<p><input type="checkbox"/> K.5.B.R.1 Identify and categorize physical activities of different intensities (i.e., vigorous, moderate, light) and their potential benefits (i.e., health, fitness, recreation, sport performance).</p>	<ul style="list-style-type: none"> ◆ Sort and Predict (Focus on the physical activities that have health and recreational benefits or that help reduce stress.) 	<ul style="list-style-type: none"> ◆ Observation: All Activities Teacher Assessment: Inventory 	<ul style="list-style-type: none"> • <i>Promoting Physical Activity</i> (U.S. Department of Health and Human Services et al.) 	<p>ELA:</p> <ul style="list-style-type: none"> GLO 3—Manage ideas and information.

Key: 1—Movement, 2—Fitness Management, 3—Safety, 4—Personal and Social Management, 5—Healthy Lifestyle Practices

NOTES



NOTES



APPENDIX G: INFORMATION RELATED TO PLANNING FOR ASSESSMENT OF LEARNING OUTCOMES

Planning for Assessment of Learning Outcomes

The following information explains each column of the chart Planning for Assessment of Learning Outcomes provided in the Overview of this document. Teachers may find it useful when planning their learning, teaching, and assessment strategies.

Column 1. Start with the Student Learning Outcome(s)

The Framework identifies specific student learning outcomes for each grade, organized within the five general learning outcomes (GLOs). The learning outcomes identify what students are expected to know and be able to do by the end of each grade. Starting with the end result in mind (the outcome) helps keep programming focused and consistent.

Column 2. Learning/Teaching Strategies

These are the learning activities in which students will participate to achieve the physical education/health education learning outcomes. The chart lists examples of various types of learning/teaching strategies that reflect different learning approaches, multiple intelligences, and links to assessment strategies. The list is not exhaustive. (For additional information, see *Success for All Learners*, Chapter 4. Also see 5–8 *ELA*.)

Column 3. Assessment Purpose(s)

The purpose can be formative, summative, and/or diagnostic.

A. Formative Assessment

- Formative assessment occurs before an instructional unit is completed to provide students and teachers with feedback about student progress in accomplishing learning outcomes and about the effectiveness of instructional programming content, methods, sequence, and pace. Fair practice ensures a connection between method of instruction and method of assessment/evaluation.
- The information should not be used for assigning marks as the assessment often occurs before students have had full opportunities to learn content or to develop skills.

B. Summative Assessment (Evaluation)

- Summative assessment is used primarily for assigning marks and is based on an interpretation of the assessment information collected at the end of a block of instruction to determine the extent to which students have attained learning outcomes.

- A variety of assessment information is to be used for reporting and determining the effectiveness of instructional programming. (See Manitoba Education and Training, *Reporting on Student Progress and Achievement.*)

C. Diagnostic Assessment

- Diagnostic assessment is a more analytical type of assessment used in situations when a student may need special help or support.

Column 4. Assessor(s)

This column identifies who will do the assessing (e.g., the teacher, the student doing self-assessment, or the student(s) assessing a peer or group).

A. Teacher Assessment

- The teacher assesses individual students or groups of students using a variety of assessment tools to implement the various assessment strategies.

B. Self-Assessment

- Students apply established criteria to reflect upon and/or assess their own progress and achievement. Through the development of self-assessment skills, students can learn accuracy and accountability.
- The ability to perform self-assessment is a critical programming goal that has implications for lifelong learning.
- Self-assessment helps students develop understanding of the established criteria. This is particularly true with respect to movement skills for which a cognitive understanding is a necessary step to good performance.
- Self-reflection is a part of self-assessment and includes personal responses and reflections about oneself or the learning process (e.g., using questionnaires, surveys, interest inventories, descriptions of likes/dislikes, responses to performance results). These reflections and responses can be recorded and included in student learning logs, journals, and portfolios.

C. Peer Assessment

- Having students make systematic judgements about each other's performance relative to stated criteria for the student learning outcomes extends the teacher's knowledge about an individual or group.
- Peer assessment is an efficient way to collect a great deal of reliable information in a short amount of time. Evaluating the work of others is a valuable learning experience for the student who is doing the assessment.
- Peers must be knowledgeable about the criteria for assessment, willing to take their responsibility seriously, and treat others with respect.
- In assessing their peers, students need to start with a limited role (e.g., count the number of skips the partner performs in one minute) and use simple checklists, rating scales, and frequency indexes.

D. Group Assessment

- Group assessment is similar to peer assessment; however, group assessment involves using groups of students to assess other groups or using one student to assess a group.

Column 5. Assessment Strategies

Assessment strategies are ways of gathering information about what a student knows, is able to do, and is learning to do. Strategies should be authentic, meaningful, and active (where applicable), as well as developmentally, culturally, and age appropriate. Assessment strategies include observation, performance tasks, questioning/interviews, journals/learning logs/reflections, and paper and pencil tasks.

A. Observation

- Observing students participating in a variety of physical activities provides daily opportunities for informal assessment of skill growth and development.
- It is important to document observations by keeping records.
- Assessment tools that assist with recording information and maintaining records include checklists, rating scales, scoring rubrics, frequency index scales, inventories, anecdotal notes, codes, and self-adhesive notes or grids.
- Observation Tips:
 - Observe a certain number of students per class rather than all students.
 - Focus on one skill at a time.
 - Stay at one station to assess students. Have students change stations.
 - Display scoring rubrics, rating scales, and checklist criteria.
 - Use computer/information technology to assist in recording observations.

B. Performance Tasks

- Performance tasks (e.g., skill demonstrations, games, routines, drawings, projects, presentations) are activity-based tasks used to observe student acquisition and/or application of knowledge, skills, and/or attitudes.
- Some activities (e.g., games, folk dances, routines, cycling a specific route, presentations) allow for more *authentic* assessment than other activities.
- Prior to assessing task performance, teachers (with or without students) develop descriptors/criteria based on the student learning outcomes.
- Assessment tools such as scoring rubrics and rating scales include performance descriptors/criteria.
- These tools, as well as anecdotal notes and checklists completed by the individual student, peers, groups, and/or the teacher, help measure the level of student performance, progress, and achievement, and help organize and interpret evidence.

C. Questioning/Interviews

- Effective questioning (e.g., open-ended, divergent, convergent) promotes critical thinking and allows teachers to identify what the student knows and what the student needs to learn.
- Questions can be delivered formally or informally through interviewing carried out as a station activity or through whole-class questioning.
- Student responses can be given in writing or through a variety of methods (e.g., human opinion lines, thumbs-up/down/sideways signals, stand-up/sit-down indicators).
- Responses should be recorded using class checklists or other record-keeping methods.

D. Journals/Learning Logs/Reflections

- Journal writing and learning log entries in physical education/health education provide opportunities for students to record their personal thoughts, reflections, choices, feelings, progress, and/or participation, patterns, and changes related to active, healthy living.
- This type of strategy also allows for formative assessments and the development of portfolio products.
- Students can demonstrate their understanding using words, pictures, and labelled drawings. Entries could include active living participation charts, recess participation records, personal goal-setting plans, and so on.
- Suggested sentence stems for personal journal entries:
 - I think... I feel... I know... I wonder...
 - What I like most about physical education is...
 - The most important thing I learned in physical education/health education this week was...
 - I used to think... but now I know...
 - I was surprised to learn that...
 - Three words that best describe my performance are...
 - Physical education is frustrating when... perfect when...
 - I found it easy to...
 - Next time I would...

E. Paper and Pencil Tasks

- Paper and pencil tasks may involve answering multiple-choice, true or false, open-ended, or matching questions, completing a drawing, or labelling a diagram.
- Test items tend to assess knowledge of factual information and application of basic skills in isolated, decontextualized ways rather than assessing the application of the knowledge and skills in meaningful, everyday situations.
- Because formal written tests have limitations in measuring movement-based learning outcomes, the use of paper and pencil tasks should be limited.

Column 6. Assessment Tools

Assessment tools are instruments for measurement or making judgements, based on the interpretation of evidence, to determine how well the student is performing or learning. They include the criteria or performance descriptors to determine the level of student progress and achievement. Examples of assessment tools are checklists, rating scales, scoring rubrics, frequency indexes, inventories, and anecdotal notes.

A. Checklists

- A checklist is an assessment instrument used to record the presence or absence of specific, pre-selected concepts, skills, processes, or behaviours and attitudes (see Manitoba Education and Training, *Reporting on Student Progress and Achievement*, 38).
- It includes a list of specific criteria and/or descriptors for behaviours and/or performance related to student learning outcomes and attitude indicators.
- The criteria and descriptors used in checklists should be clear, specific, easily observable, and understood by students. Students are encouraged to assist in the development of criteria and descriptors. New items can readily be added to generic forms for various assessments by the teacher or students.

B. Rating Scales

- Rating scales include clear and concise lists of criteria that allow student performance to be judged along a continuum. Rating scales can be descriptive (e.g., always, frequently, rarely), graphic, and/or numeric (e.g., 5, 4, 3, 2, 1, with 5 being high and 1 low).

C. Scoring Rubrics

- Separate sets of descriptors/criteria for each performance level reflect learning outcome components and distinguish the quality of a performance or product. Rubrics usually have three to five levels.
- Students assist with the development of criteria for each performance level where possible so that there are clear expectations for students at the outset of a project/assignment, performance, or demonstration.
- Rubrics provide more detail than do rating scales or checklists and are time-consuming to construct (see 5–8 *ELA*, Strategies–257). They should be created for large products and processes.
- Scoring rubrics may range from two to five points:
 - two-point rubric (e.g., yes, no; developing, developed; okay, improvement desired)
 - three-point rubric (e.g., proficient, competent, improvement desired; powerful, capable, developing; mature, formative, initial; outstanding, acceptable, progressing)
 - four-point rubric (e.g., outstanding, good, okay, novice; exemplary, competent, developing, emerging)

- five-point rubric (e.g., consistently, frequently, sometimes, with direction, rarely; awesome, very good, satisfactory, minimal, non-existent; all, almost all, some, few, none; maintenance, action, preparation, contemplation, pre-contemplation)
- There are two types of scoring rubrics:
 - **Holistic rubrics** score the student's performance as a whole and combine a variety of essential performance elements in order to determine the overall level of competency (e.g., one rubric is used to assess several elements such as cooperation, participation, fair play, and communication skills).
 - **Analytical rubrics** outline specific essential elements so that the student receives feedback on the level of performance for each essential element (e.g., a separate rubric is used for elements of fair play that includes respect for opponents, rules, and officials, self-control, and equitable playing).

D. Frequency Indexes

- A frequency index indicates how often various skills, behaviours, and/or attitudes occur.
- Teachers may use a class list to add check marks each time a student performs or demonstrates a certain characteristic. For example, the student
 - properly performs an overhand throw in a game situation
 - assists other players
 - demonstrates fair or unfair play
 - works well with others
 - is active or inactive
 - follows safety procedures and game rules

E. Inventories

- An inventory is given to students in order to find out prior knowledge, past experience, abilities, and/or current interest in an activity/area.
- An inventory can be either verbal (informal inventory) or written, and can consist of a series of questions or statements requiring responses. For example, teachers may use questionnaires, surveys, and/or a show of hands on specific topic areas (e.g., sports interests, food intake, physical activity participation in leisure time).

F. Anecdotal Notes

- An anecdotal note is a brief, narrative description of observations that provide information regarding a student's learning/development/behaviours/needs. It captures observations that might otherwise be lost.

- Anecdotal recording can be time-consuming and, therefore, requires an organized, efficient approach. Teachers may find it helpful to use
 - a list of students for each class, divided into three columns: Date, Observation, Planned Action
 - brief, focused, and objective notes
 - codes for quick recording (e.g., C–cooperation, FP–fair play, IA–inattentive)
 - self-adhesive notes or comment forms that students fill out, including date, name, and description of behaviour (positive or negative). Notes can be placed on a class record-keeping sheet.
 - computer technology (e.g., software programs for creating class recording lists, hand-held computers)

Column 7. Implications for Future Planning and Communicating Student Progress and Achievement

Learning, teaching, assessing, evaluating, and reporting is an ongoing, cyclic process. Teachers constantly collect data or feedback to make adjustments for future planning and enhancement of student learning in light of the vision of the Framework: *physically active and healthy lifestyles for all students.*



NOTES



APPENDIX H: GENERAL BLACKLINE MASTERS



The general blackline masters (BLMs) presented on the following pages consist of recording sheets and general information that can be used from Grades 5 to 8:

- BLM G–1: Grid Activities
- BLM G–2: Create a Game
- BLM G–3: Skill Acquisition and Application Recording Sheet
- BLM G–4: Personal Fitness Profile
- BLM G–5: Health-Related Fitness Components Poster
- BLM G–6: Physical Activity Log (PAL)
- BLM G–7: Heart-Rate Predictions
- BLM G–8: Ten-Second Heart-Rate Chart
- BLM G–9: Project-Assessment Rubric
- BLM G–10 (a-d): Reproductive System Diagrams
- BLM G–11: Skill-Related Fitness Components Poster
- BLM G–12: Self-Assessment of Personal Improvement Plan
- BLM G–13: Exercise Task Cards
- BLM G–14: Active Living Calendar
- BLM G–15: Active Living Log
- BLM G–16: PE Self-Assessment of Interpersonal Skills
- BLM G–17: Teaching Games for Understanding Chart



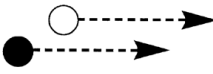

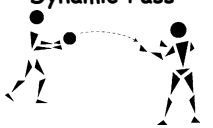

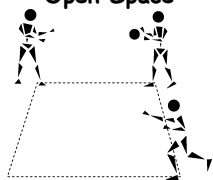
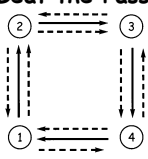
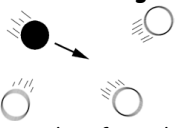

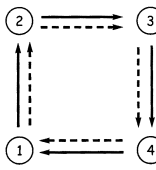

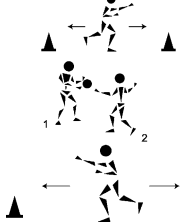
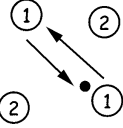
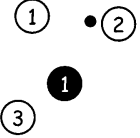
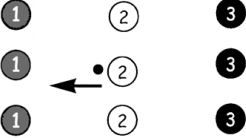
These general BLMs (as well as the grade-specific BLMs provided at the end of each respective grade) are available online in a format that teachers can adapt and personalize for classroom use. Please refer to the Manitoba Education and Youth website: <<http://www.edu.gov.mb.ca/ks4/cur/physhlth/index.html>>.

K.1.5.B.3d
 K.1.7.B.3
 K.1.7.C.3
 S.1.7.B.2

Grid Activities



Name _____ Grade _____ Date _____

<p>Knee Tag</p>  <p>One person tries to tag the partner's knee with one hand.</p>	<p>Shadows</p>  <p>Two people follow and stay within an arm's reach of each other.</p>	<p>Lose Your Shadow</p>  <p>One person stays in front and tries not to let the partner run past.</p>	<p>Stationary Pass</p>  <p>A stationary passer throws to a receiver on the move.</p>
<p>Dynamic Pass</p>  <p>A moving passer throws the ball to a stationary receiver.</p>	<p>Partner Tag</p>  <p>One person tries to tag the partner. When tagged, the players change roles.</p>	<p>Open Space</p>  <p>Each team has three players who pass a ball to the person moving into the open corner.</p>	<p>Beat the Pass</p>  <p>Players take turns passing a ball to the next person. They follow the pass and run back to their original spot. Ball → Player →</p>
<p>Frozen Tag</p>  <p>Each team has four players, with one tagger. When tagged, players freeze, with arms out, waiting for someone to go under. Switch roles every 30 seconds.</p>	<p>In the Middle</p>  <p>One player tries to pass a ball to a teammate, while the defence tries to intercept. Switch roles every 30 seconds.</p>	<p>Follow the Pass</p>  <p>Players take turns throwing to the next person, following the pass from position 1 to 4.</p>	<p>Pass and Cut</p>  <p>One player tries to pass the ball to a teammate, while the defence tries to intercept.</p>
<p>Play the Post</p>  <p>In a game of two on two, players 1 and 2 in the middle try to get the ball to their partners at the end, who can run only between the pylons.</p>	<p>Keep Away</p>  <p>In a game of two on two, players pass the ball, trying to prevent the opposition from getting it. The person with the ball can only pivot, while the others move freely.</p>	<p>3 Versus 1</p>  <p>Three players pass to each other, while the defence in the middle tries to intercept. Switch roles every 30 seconds.</p>	<p>3 Versus 3 Versus 3</p>  <p>In a game of three versus three, the middle team starts with the ball. If they score or lose possession of the ball, they take the defensive team's position.</p>



S.1.5.B.2
S.1.7.B.3
S.4.8.A.2

Create A Game



Grade _____ Class _____ Date _____

Names of Group Members

Name of Game
Equipment Needed
Skill Focus
Description of Activity
Safety Concerns
Diagrams



- S.1.5.D.1
- S.1.6.B.1
- S.1.6.B.2
- S.1.6.D.1
- S.1.7.B.2
- S.1.8.B.1
- S.1.8.D.2

Skill Acquisition and Application Recording Sheet



Class _____ Date _____

Scoring Rubric: The student meets expectations 4 = Consistently 3 = Frequently 2 = Sometimes 1 = Rarely

Skill/Task																
Name	Skill Acquisition	Skill Application	Other	Total	Skill Acquisition	Skill Application	Other	Total	Skill Acquisition	Skill Application	Other	Total	Skill Acquisition	Skill Application	Other	Total



K.2.5.A.1
 S.2.6.A.3a
 S.2.6.A.3b

Personal Fitness Profile



Name _____ Class _____ Age _____

Date _____	First Assessment	Personal Goal	Did I reach my goal?		Second Assessment	Personal Goal	Did I reach my goal?		Third Assessment	Did I improve overall?	
			Yes	No			Yes	No		Yes	No
Test/Task											

I feel I did well in _____

I need to work harder in _____

To reach my goal, I plan to do the following:

- After First Assessment


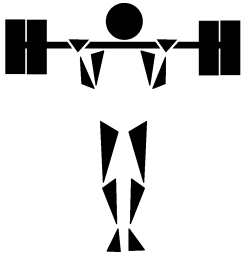

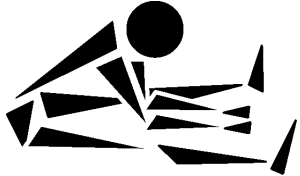
- After Second Assessment



K.2.5.A.1
K.2.7.A.1

Health-Related Fitness Components Poster



	<p>Cardiovascular Endurance—the ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity (also called aerobic endurance or capacity).</p>
	<p>Muscular Strength—the amount of force that can be exerted by a muscle or group of muscles in a single effort.</p>
	<p>Muscular Endurance—the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue.</p>
	<p>Flexibility—the range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule).</p>

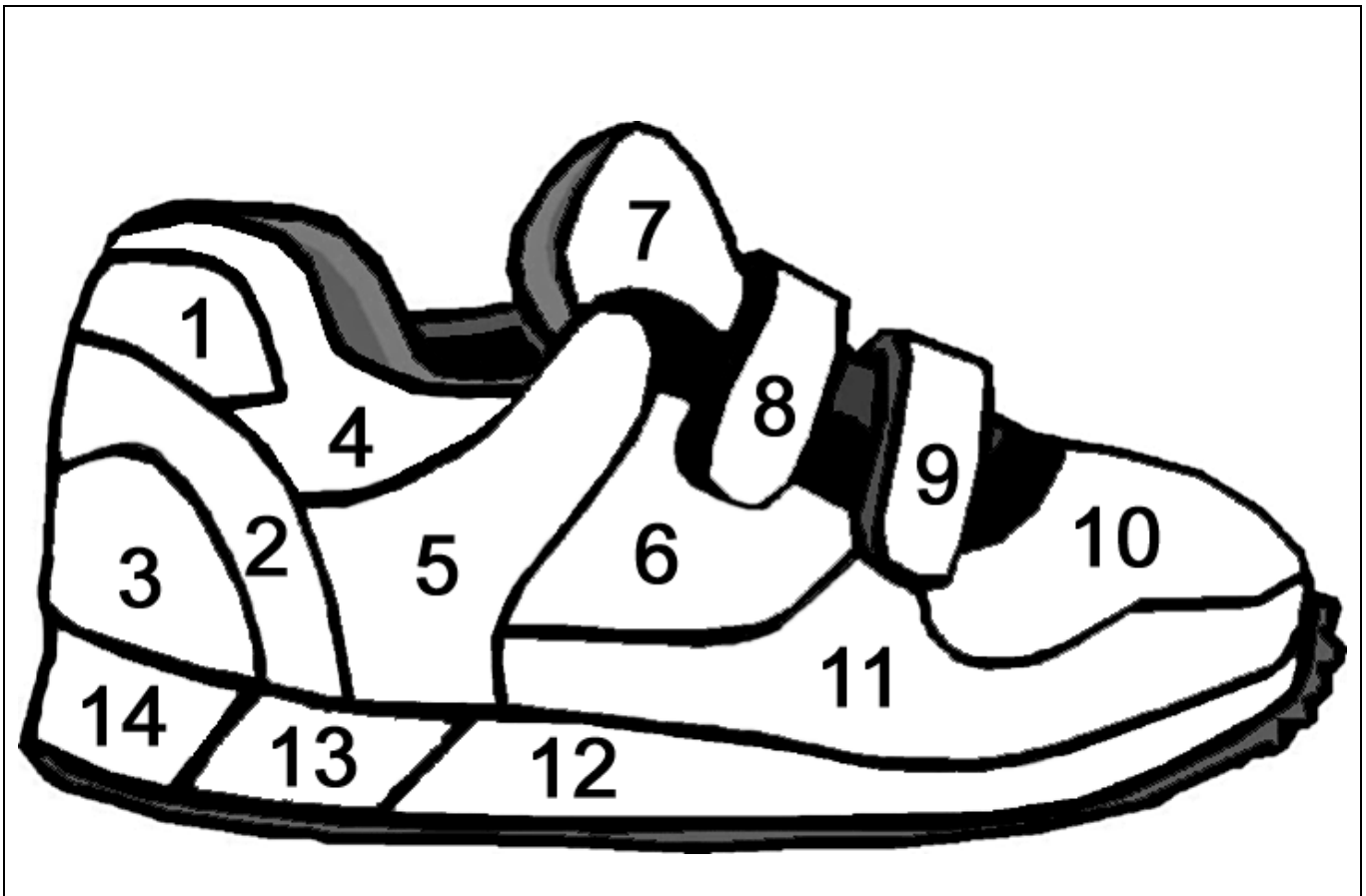


K.2.5.B.1
S.2.5.A.3a
S.2.5.A.3b
S.2.6.A.3a
S.2.6.A.3b

Physical Activity Log (PAL)



Name _____ Grade _____ Date _____



Dear Parents/Guardians,

Students have been learning about the importance of physical activity for health. Please help your son or daughter to keep track of his or her physical activity for two weeks. Students colour in one section of the shoe each day that they are moderately or vigorously active for at least 30 minutes.



S.2.5.A.2
S.2.6.A.2

Heart-Rate Predictions










Name _____ Grade _____ Date _____

1. Identify age-appropriate target heart-rate zones and beats per minute (bpm).

Target Heart-Rate Zones*	Beats per Minute

* Target heart-rate zones are used as a benchmark or reference point. Ranges of heart rates may vary, based on age and/or physical condition.

2. For each activity listed in the chart below, indicate your predicted heart rate and actual beats per minute (bpm), and identify the target heart-rate zone that corresponds with the actual result.

Activity	Prediction	Actual	Zone
 Lie down for two minutes.			
 Walk for two minutes.			
 Jump rope for two minutes.			
 Jog for four minutes.			
 Shoot hoops for two minutes.			
 Sprint the length of the gym.			
 Do cool-down stretches.			



S.2.5.A.2
S.2.7.A.1b
S.2.7.A.2

Ten-Second Heart-Rate Chart



Number of beats in 10 seconds = Number of beats per minute.

8 = 48	17 = 102	26 = 156
9 = 54	18 = 108	27 = 162
10 = 60	19 = 114	28 = 168
11 = 66	20 = 120	29 = 174
12 = 72	21 = 126	30 = 180
13 = 78	22 = 132	31 = 186
14 = 84	23 = 138	32 = 192
15 = 90	24 = 144	33 = 198
16 = 96	25 = 150	34 = 204



K.2.5.C.1a
 K.2.6.C.1a
 K.2.6.C.1b
 K.5.8.A.2
 K.5.8.C.1b

Project-Assessment Rubric



Skill	4 — Exemplary	3 — Accomplished	2 — Developing	1 — Beginning
Research Process	<p>The student</p> <ul style="list-style-type: none"> shows initiative and leadership uses a wide variety of resources makes extensive notes writes an exceptionally detailed rough draft takes leadership in group with confidence uses the research process proficiently 	<p>The student</p> <ul style="list-style-type: none"> works independently uses several resources makes adequate notes writes a detailed rough draft contributes equally in group uses the research process capably 	<p>The student</p> <ul style="list-style-type: none"> writes a sketchy draft follows others' lead needs more confidence using the research process 	<p>The student</p> <ul style="list-style-type: none"> seeks guidance before attempting to solve problems requires more resources needs to provide more detailed notes
Organization and Sequence	<ul style="list-style-type: none"> introduces the topic effectively arranges information in exceptional sequence concludes report effectively 	<ul style="list-style-type: none"> introduces the topic clearly shows careful sequencing in arranging information concludes report capably 	<ul style="list-style-type: none"> needs to provide more evidence of sequencing in arranging information needs to tie conclusion more directly with research question 	<ul style="list-style-type: none"> topic introduction needs to provide more clarity needs to sequence more clearly
Content	<ul style="list-style-type: none"> develops ideas to form an interesting and extensive report reveals extensive knowledge of the subject includes information from several sources 	<ul style="list-style-type: none"> develops ideas to form a detailed report reveals satisfactory knowledge of the subject includes information from more than two sources 	<ul style="list-style-type: none"> needs to tie ideas and information more directly to purpose includes facts primarily from one source 	<ul style="list-style-type: none"> includes facts that are not directly related to the topic demonstrates limited knowledge of subject
Communication	<ul style="list-style-type: none"> uses a wide variety of sentence structures effectively uses well-written, effective paragraphs uses descriptive vocabulary 	<ul style="list-style-type: none"> uses a variety of sentence structures capably uses paragraph format uses general vocabulary 	<ul style="list-style-type: none"> generally uses correct sentence structure but more variety is required needs to pay attention to paragraph structure needs to include more varied vocabulary 	<ul style="list-style-type: none"> uses sentence structure that requires more clarity needs to divide ideas into clear paragraphs uses some vocabulary that is irrelevant to topic

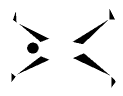


K.2.5.C.1a
 K.2.6.C.1a
 K.2.6.C.1b
 K.5.8.A.2
 K.5.8.C.1b

Project-Assessment Rubric

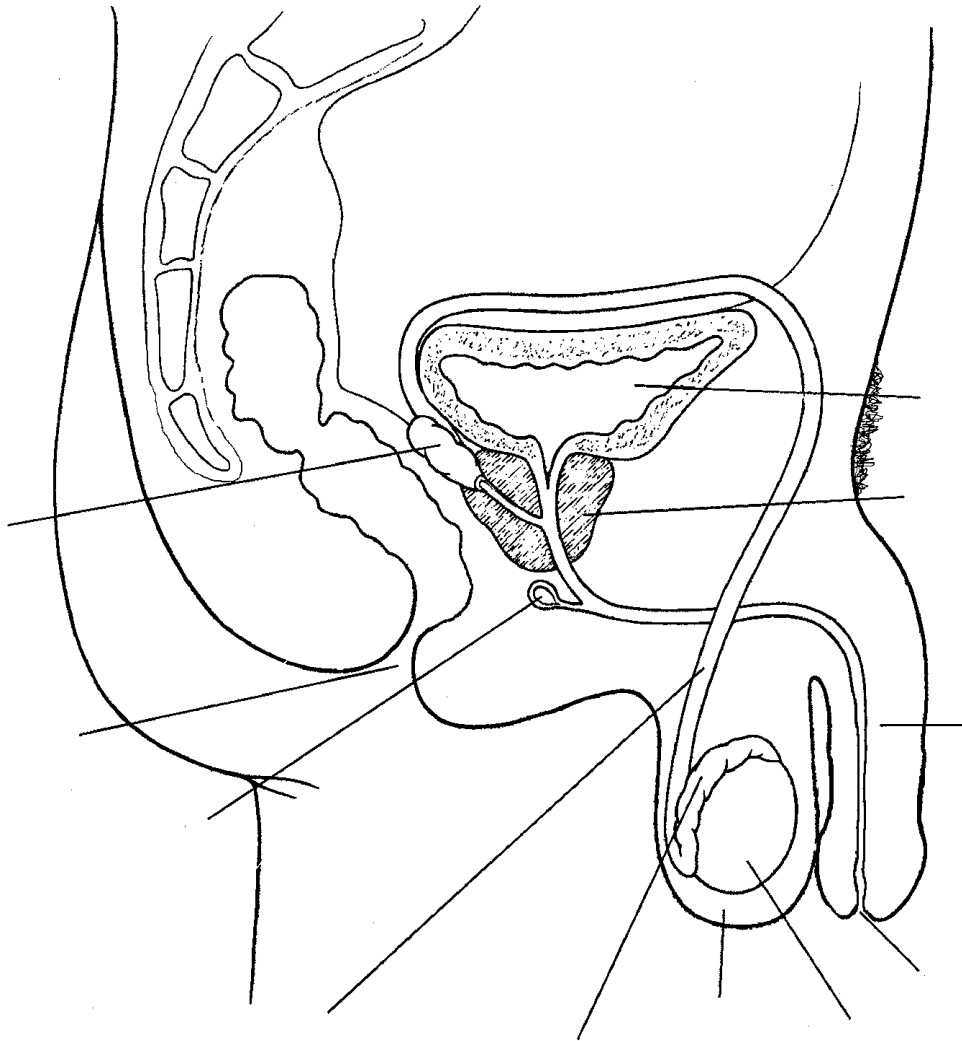


Skill	4 — Exemplary	3 — Accomplished	2 — Developing	1 — Beginning
Accuracy (capitalization, punctuation, spelling, and word usage)	<p>The student</p> <ul style="list-style-type: none"> consistently uses correct capitalization and punctuation spells accurately demonstrates clear and accurate word usage edits without assistance 	<p>The student</p> <ul style="list-style-type: none"> generally uses correct capitalization and punctuation makes few errors in spelling generally demonstrates correct word usage edits with some assistance 	<p>The student</p> <ul style="list-style-type: none"> needs to pay more attention to correct capitalization, punctuation, and spelling makes few errors in word usage edits with assistance 	<p>The student</p> <ul style="list-style-type: none"> makes distracting errors in capitalization, spelling, and punctuation requires more clarity and accuracy in word usage
Creativity	<ul style="list-style-type: none"> uses creativity extensively to enhance the project uses pictures, graphs, charts, and diagrams extensively 	<ul style="list-style-type: none"> uses creativity to enhance the project uses pictures, graphs, charts, and diagrams to support the project 	<ul style="list-style-type: none"> makes some attempt to enhance the project with creativity includes some pictures, graphs, charts, and diagrams 	<ul style="list-style-type: none"> makes little attempt to enhance the project with creativity needs to use more pictures, graphs, charts, and diagrams
Appearance	<ul style="list-style-type: none"> produces very attractive and appealing work uses well-organized layout 	<ul style="list-style-type: none"> produces moderately attractive and appealing work uses satisfactory layout 	<ul style="list-style-type: none"> produces moderately attractive and appealing work needs to make adjustments in layout to improve project appearance 	<ul style="list-style-type: none"> needs to take more care in presenting tidy and appealing work could improve layout through more careful organization
Presentation	<ul style="list-style-type: none"> keeps the audience's attention is interesting and informative presents in a clear and audible voice shows confidence in presentation 	<ul style="list-style-type: none"> generally keeps the audience's attention is informative presents in a clear and audible voice shows confidence in presentation 	<ul style="list-style-type: none"> requires more expressiveness to keep the audience's attention needs to provide additional information requires more confidence in presentation 	<ul style="list-style-type: none"> does not hold the audience's attention shows evidence of missing information in presentation is difficult to hear



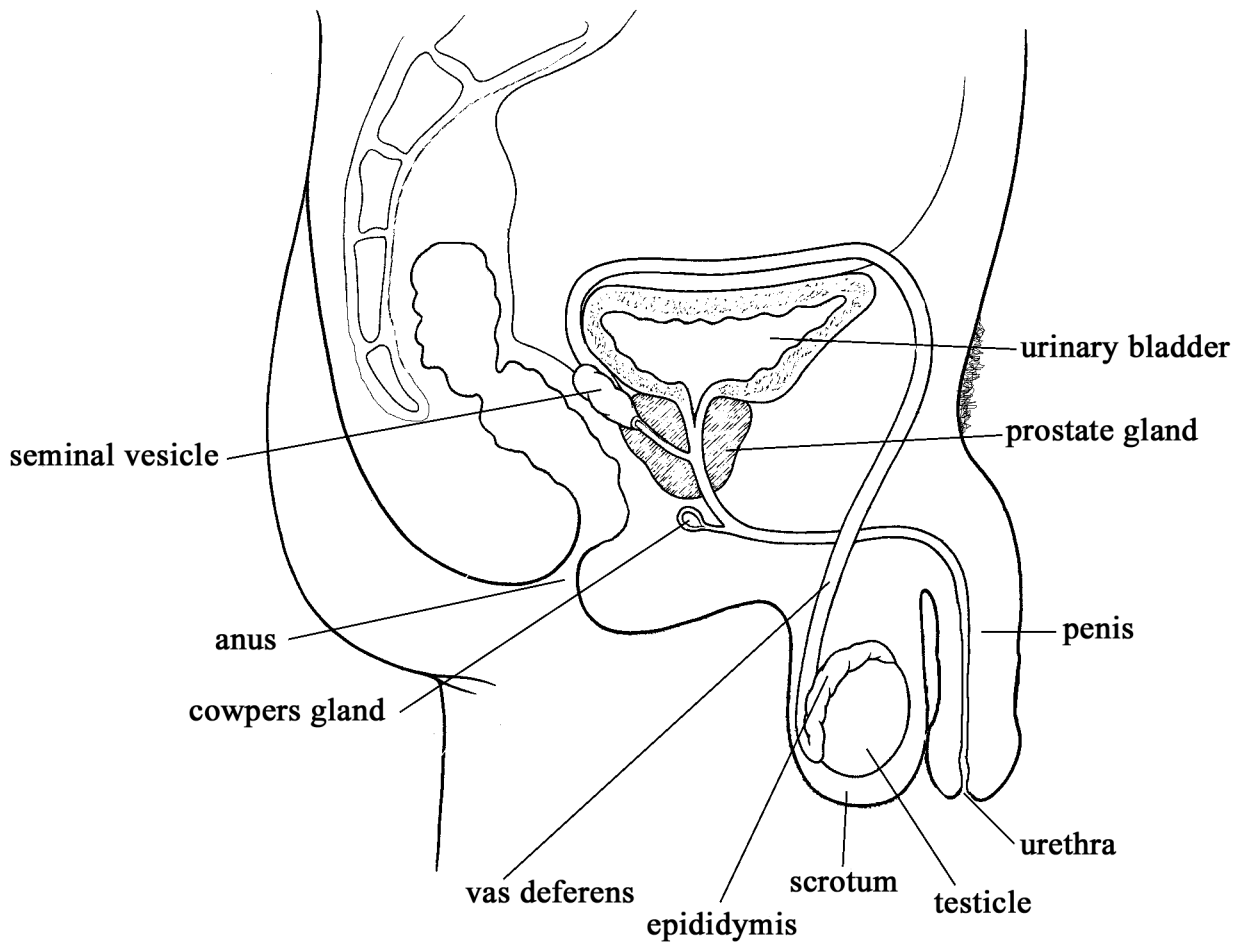
K.5.5.E.1a
K.5.7.E.1a

Reproductive System Diagram: Male Anatomy



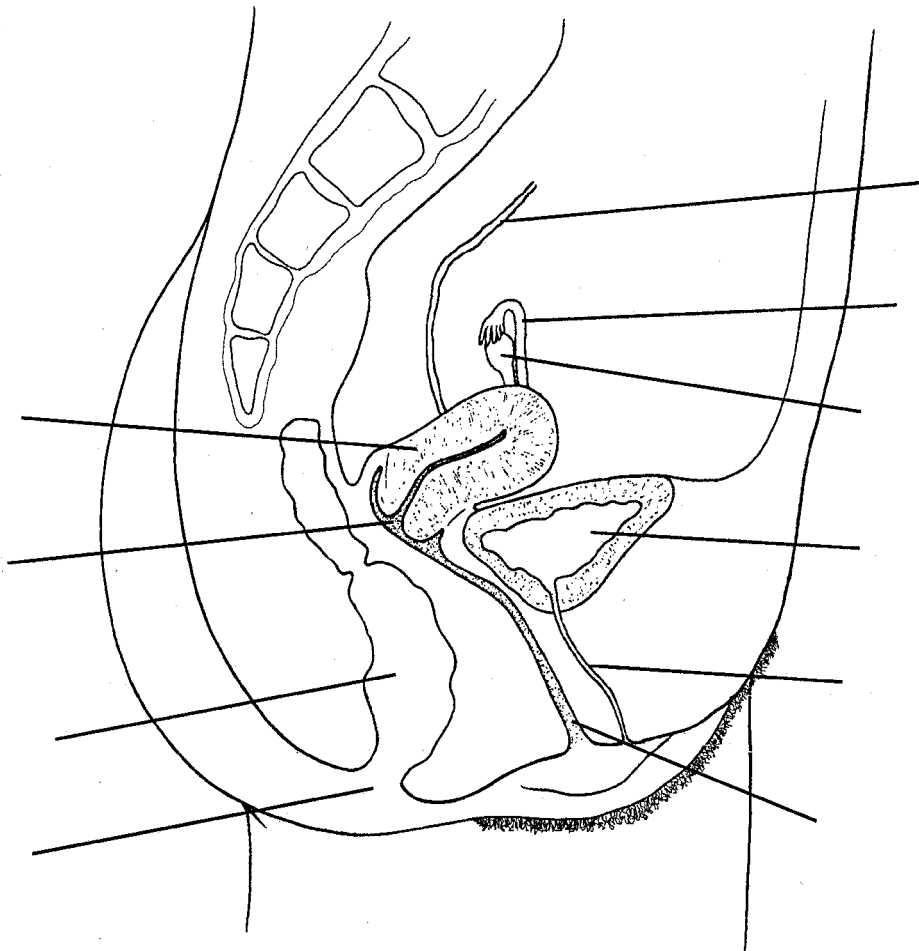
K.5.5.E.1a
K.5.7.E.1a

Reproductive System Diagram: Male Anatomy (Labelled)



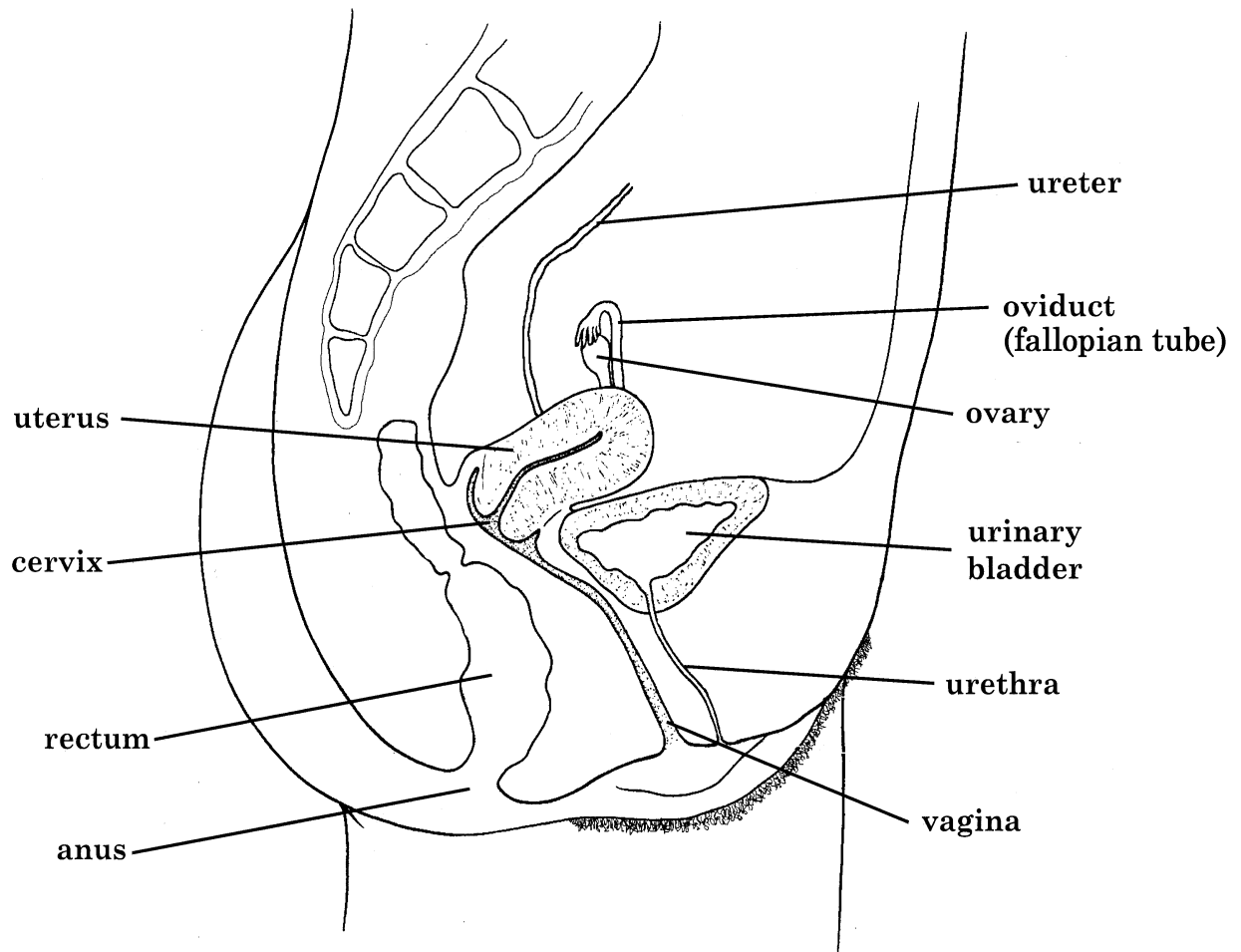
K.5.5.E.1a
K.5.7.E.1a

Reproductive System Diagram: Female Anatomy—Side View



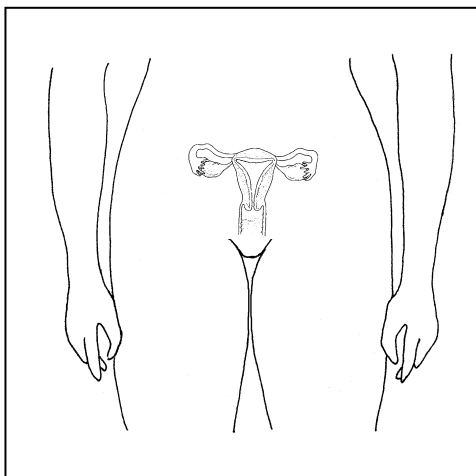
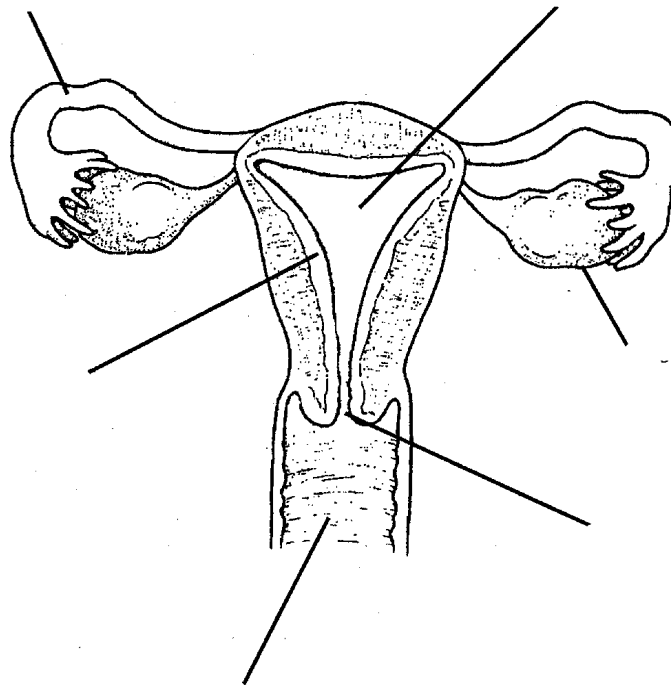
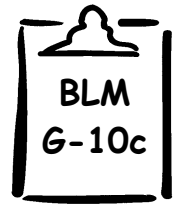
K.5.5.E.1a
K.5.7.E.1a

Reproductive System Diagram: Female Anatomy—Side View (Labelled)



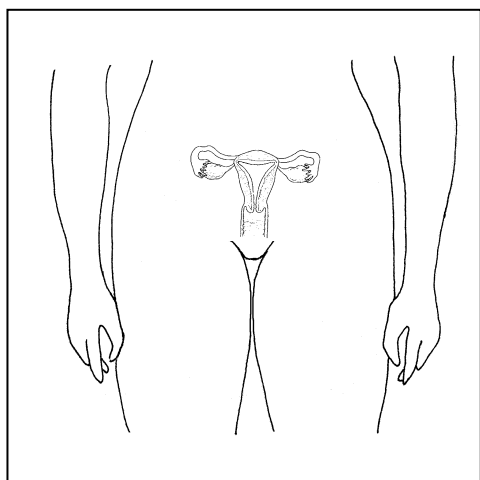
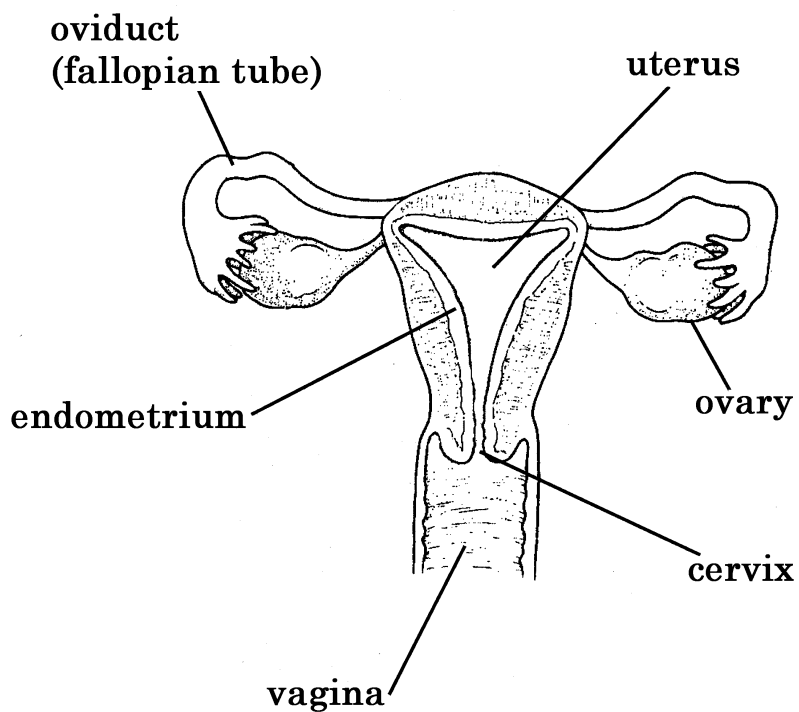
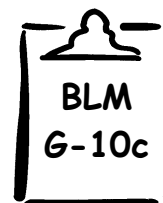
K.5.5.E.1a
K.5.7.E.1a

Reproductive System Diagram: Female Anatomy—Front View



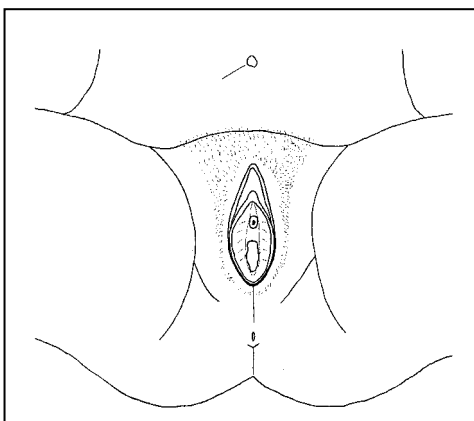
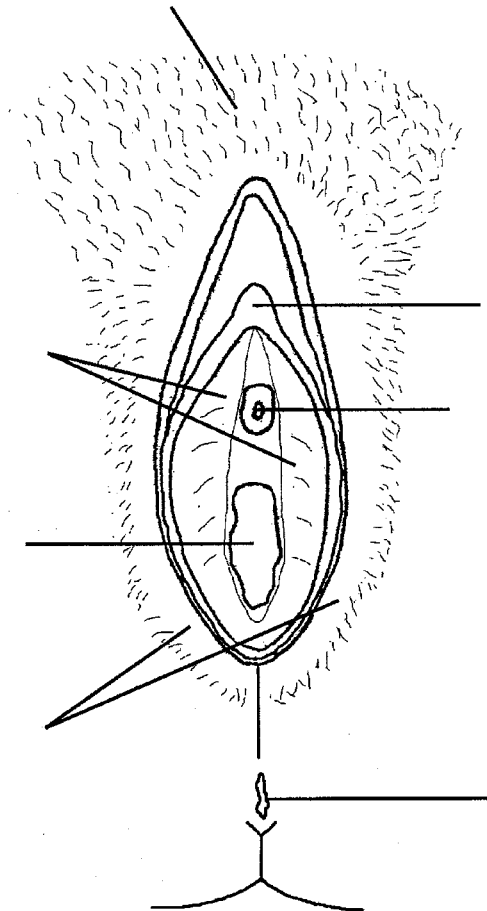
K.5.5.E.1a
K.5.7.E.1a

Reproductive System Diagram: Female Anatomy—Side View (Labelled)



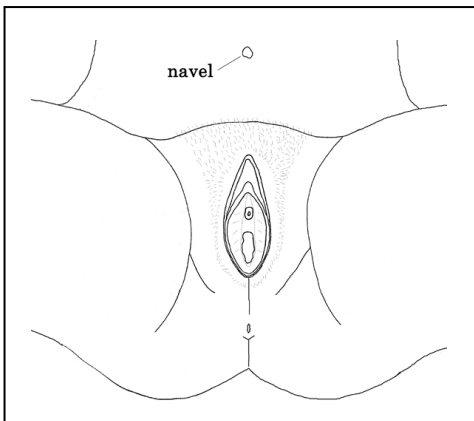
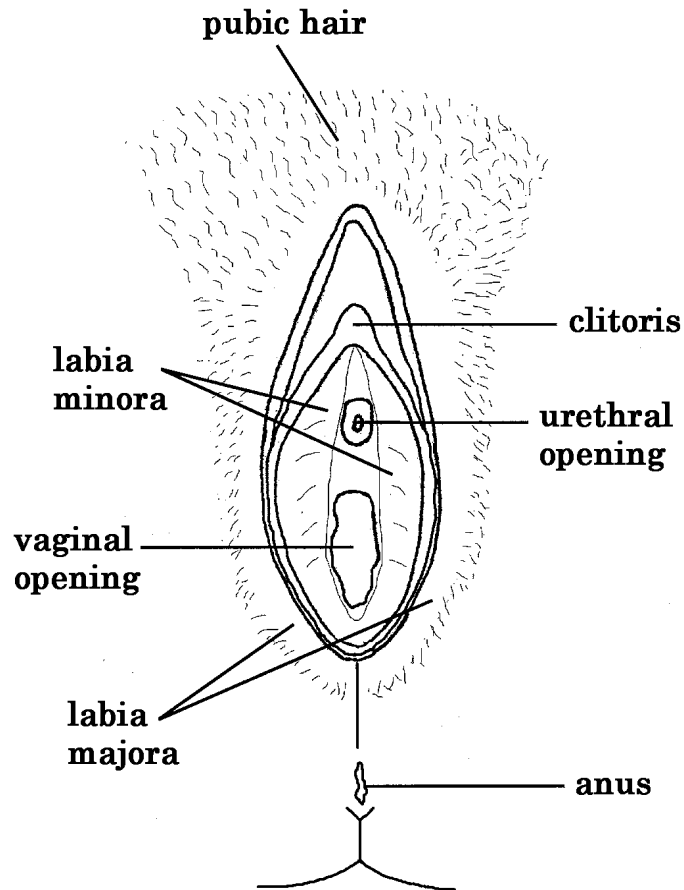
K.5.5.E.1a
K.5.7.E.1a

Reproductive System Diagram: Female Anatomy—Bottom View



K.5.5.E.1a
K.5.7.E.1a

Reproductive System Diagram: Female Anatomy—Bottom View (Labelled)



K.2.6.A.1
S.2.6.A.1a

Skill-Related Fitness Components Poster

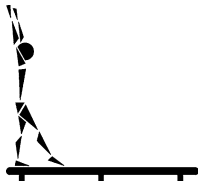


Agility



"the ability to shift the body in different directions quickly and efficiently" (Kirchner and Fishburne 701).

Balance



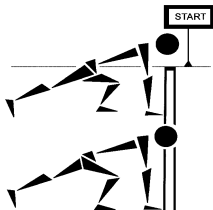
"the ability to control or stabilize your equilibrium while moving (dynamic balance) or staying still (static balance)."

Coordination



"the ability to use your eyes and ears to determine and direct the smooth movement of your body" (e.g., hands, feet, arms, head) (Rainey and Murray 395).

Power



"the ability of the body to apply a maximum muscular contraction with the quickest possible speed" (Kirchner and Fishburne 706).

Reaction Time



"the ability to react or respond quickly to what you hear, see, or feel" (Rainey and Murray 398).

Speed



"the ability to move your body or parts of your body swiftly" (Rainey and Murray 399).

S.5.6.A.3b

Self-Assessment of Personal Improvement Plan



Name _____ Class _____ Date _____

Rating Scale: 4 = Always 3 = Frequently 2 = Sometimes 1 = Rarely

A. Please circle the number that best represents your skills/performance.

Skills/Performance	Rating			
	4	3	2	1
1. I set realistic goals.	4	3	2	1
2. I use a problem-solving strategy to set priorities.	4	3	2	1
3. My short-term and long-term goals are clearly stated.	4	3	2	1
4. I break up the goals into smaller steps.	4	3	2	1
5. I list information, resources, and supports that help me achieve my goals.	4	3	2	1
6. I achieve my goals.	4	3	2	1
7. I reward myself for reaching my goals.	4	3	2	1
8. I revise my goals as needed.	4	3	2	1
9. I am able to assess my progress.	4	3	2	1
10. I allow for setbacks and I am able to get myself back on track.	4	3	2	1

B. Complete the following unfinished sentences:

1. My two greatest strengths from the above list are:

a. _____ b. _____


2. The two skills I have to work on from the above list are:

a. _____ b. _____



Exercise Task Cards



<p>Do six push-ups in every corner of the gym.</p>	<p>Jump sideways back and forth across the centre line of the gym.</p>	<p>Be the encourager. Tell six students to keep up the good work.</p>
<p>Do five coffee grinders on each arm in the top of the basketball key.</p>	<p>Do 10 jumping jacks at every wall of the gym.</p>	<p>Crab-walk across the gym.</p>
<p>Do five wall squats on two different walls.</p>	<p>Shuffle-step across the gym two times.</p>	<p>Do seven vertical jumps.</p>
 <p>Do 15 curl-ups.</p>	<p>Seal-walk across the gym.</p>	<p>Run zigzag through a set of pylons five times.</p>
<p>Jump in and out of a Hula Hoop or skip for one minute.</p>	<p>Do bench-steps for 45 seconds.</p>	<p>Jump over pylons.</p>



S.2.7.A.1a
K.2.8.C.2
S.5.8.A.3a
S.5.8.A.3b

Active Living Calendar



Name _____ Class _____

This month my activity goal is _____

Month of: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Student Signature _____ Parent/Guardian Signature _____



S.2.7.A.1a
K.2.8.C.2
S.5.8.A.3a
S.5.8.A.3b

Active Living Log



Name _____ Class _____ Date _____

Date	Activity	Intensity* 1, 2, 3	Duration

- * Intensity
- 1 Slightly increased breathing
 - 2 Increased heart rate and breathing
 - 3 Increased heart rate, breathing, and sweating

Parent/Guardian Signature



S.4.6.A.3
S.4.7.A.3

PE Self-Assessment of Interpersonal Skills



Name _____ Class _____ Date _____

Code: Always = P Sometimes = 3 Never =

Interpersonal Skills	Term 1	Term 2	Term 3
1. I am prepared for class with a proper change of clothing.			
2. I listen quietly when instructions are given.			
3. I do the entire warm-up.			
4. I give my best effort in class.			
5. I use the equipment in a safe and respectful manner.			
6. When given extra opportunities, I practise my skills.			
7. I respect the rules of the game.			
8. I make sure all players have a turn during the game.			
9. I respect the players on my team.			
10. I respect the players on the opposing team.			
11. If someone falls down or gets hurt, I help the person.			
12. I cheer others and encourage them to do their best.			
13. I accept winning and losing with grace.			
14. I play to learn and to have fun.			

Term 1: Write a personal goal to work towards based on the above checklist.

Term 2: Write a personal goal to work towards based on the above checklist.

Term 3: Write a personal goal to work towards based on the above checklist.



K.1.6.C.3 | S.1.7.B.2
 K.1.7.A.1 | K.3.7.A.1
 K.1.7.B.3 | K.1.8.C.3
 K.1.7.C.2 | S.1.8.B.1
 K.1.7.C.3

Teaching Games for Understanding Chart



Name _____ Activity _____

Game Category	Primary Rule/Goal	Tactical Play within Category: Principles of Play	Examples
Target	<ul style="list-style-type: none"> Score by getting the object closer to a target than opponents get theirs, while avoiding any obstacles. 	<ul style="list-style-type: none"> Aim to target. Choose placement in relation to target and other obstacles. Spin and/or turn. 	<ul style="list-style-type: none"> Curling Bowling Golf
Net/Wall	<ul style="list-style-type: none"> Score by getting the object into the opponents' areas of play more often than they can return the object. 	<ul style="list-style-type: none"> Aim for consistency. Choose placement and positioning. Use power and/or spin (for control and disguise). 	<ul style="list-style-type: none"> Tennis Volleyball Squash Raquetball
Striking/Fielding	<ul style="list-style-type: none"> Score by striking the ball/object and running within safe areas. Prevent opponents from scoring by catching the ball in the air or getting it to a safe area before the batter reaches the safe area. Make it difficult for opponents to hit the ball. 	<p>Batting:</p> <ul style="list-style-type: none"> Score runs. Hit ball/object for accuracy and distance. Avoid "getting" out. <p>Fielding:</p> <ul style="list-style-type: none"> Stop scoring run. Make it difficult to hit ball. Put batter out. 	<ul style="list-style-type: none"> Baseball Softball Cricket
Territory/Invasion	<ul style="list-style-type: none"> Score by getting the object into the opponents' goal. Attempt to prevent opponents from scoring. 	<p>With object:</p> <ul style="list-style-type: none"> Score. Invade. Keep possession. <p>Without object:</p> <ul style="list-style-type: none"> Prevent scoring. Prevent invasion. Gain possession. 	<ul style="list-style-type: none"> Soccer Basketball Hockey Rugby Football

Teaching Games for Understanding Chart: Adapted by permission of Timothy F. Hopper, University of Victoria.



APPENDIX I: GLOSSARY

The terms in this glossary are listed in alphabetical order under the following categories:

- Physical Education
- Health Education
- Human Sexuality

Physical Education

Abduction—an action that moves away from the axis or midline of the body.

Acceleration—the rate of change in velocity (speeding up and slowing down), usually measured in metres per second per second (m/s²).

Adduction—an action that moves towards the axis or the midline of the body.

Aerobic activity—playing and exercising in activities (e.g., running, playing tag, jumping, swimming) that make the heart, lungs, and muscles work harder and faster.

Agility—“the ability to shift the body in different directions quickly and efficiently” (Kirchner and Fishburne 701).

Asymmetrical—having each side different.

Atrophy—a reduction in size.

Balance—the ability to control or stabilize your equilibrium while moving (**dynamic** balance) or staying still (**static** balance).

Blood pressure—the amount of force or pressure put forth by the heart to pump blood. When blood pressure is recorded, two figures are given, with one number over the other (e.g., 126/82). The upper number (126) represents the systolic pressure (the pushing phase) and the lower number (82) represents the diastolic pressure (relaxing phase) (Bender *et al.* 180).

Body awareness—includes awareness of

- **body parts** (e.g., arms, legs, elbows, knees, head)
- **body shapes** (e.g., curled, stretched, narrow, wide, twisted, symmetrical, asymmetrical)
- **body actions** (e.g., flex, extend, rotate, swing, push, pull)

Body composition—the ratio of body fat to lean body tissue (how much of the body is fat and how much is muscle).

Body shapes:

- **Curled**—body parts pulled together in a close, round shape.
- **Stretched**—body parts or whole body extended.
- **Narrow**—arms or legs extended close together to resemble a long, straight shape.

- **Wide**—arms or legs stretched out away from the trunk to make a large shape.
- **Twisted**—part of the body in a fixed position and another part moved away from the fixed part; limbs wrapped around each other, intertwined.
- **Symmetrical**—each side of body the same.
- **Asymmetrical**—each side of body different.

Body types:

- **Mesomorphs**—have heavy bone and muscle development with broad shoulders, thick forearms, and heavy wrists and fingers.
- **Endomorphs**—have roundness and softness of the body, small facial features, and slender wrists and ankles.
- **Ectomorphs**—have long arms and legs, a delicate bone structure, and narrow fingers and toes.

Cardiovascular endurance—the ability of the heart, blood vessels, and lungs to provide the working muscles with adequate oxygen during prolonged activity (also called **aerobic endurance** or **capacity**).

Cool-down—the last phase of a workout, which allows the heart rate to slow down gradually and allows time for the blood to leave the large muscles to prevent possible dizziness or nausea.

Coordination—“the ability to use your eyes and ears to determine and direct the smooth movement of your body” (e.g., hands, feet, arms, head) (Rainey and Murray 395).

Cross training—a workout style that incorporates a variety of cardiovascular, muscular strength, and muscular endurance activities or exercises.

Deking—using a fake movement (e.g., moving the head and shoulders one way and the body another way) to deceive another player.

Dodging—moving quickly to change direction, pathway, and/or speed to evade a player or an object.

Dynamic balance—controlled body position and posture while in motion.

Elasticity—the ability of tissue to return to its original shape following a contraction or extension.

Extension—the increase of the angle formed by the bones of a joint.

“Everyday” foods—foods that *Canada’s Food Guide to Healthy Eating* (Health Canada) identifies as nutritious and should be eaten every day.

Flexibility—the range and ease of movement of a joint (limited by bone, muscles, ligaments, tendons, and the bone-joint capsule).

Flexion—the decrease of the angle formed by the bones in a joint.

Force—a push or a pull that causes motion, usually measured in newtons (N) (Coaching Association of Canada 5–10).

Frequency—indicates how often an exercise or activity is being performed.

Functional capacity—performance level based on individual abilities and capabilities with respect to factors such as shortness of breath, keeping within the target heart-rate zone.

Functional use—promotes actual, real-world, purposeful participation. It respects individual variation and diversity in style and/or performance. A functional approach to instruction and assessment encourages the use of basic skills in a variety of forms, to solve tasks, challenges, and problems, in a way that is meaningful to individuals and society.

Funnelling—directing someone towards a certain direction or cornering someone to limit his or her movement or pathway.

General space—the overall play area available in which to move.

Grapevine—a step towards the left side (count 1), a step placing the right foot behind the left foot (count 2), a step left to the side (count 3), and then a step placing the right foot in front of or beside the left foot (count 4).

Gravity—“a force that exerts a downward pull on people and objects” (Coaching Association of Canada 5–5).

- **Centre of gravity**—“a balance point—the imaginary point at which a person’s or object’s mass may be thought of as being concentrated” (Coaching Association of Canada 5–5).
- **Line of gravity**—“an imaginary line passing straight through the centre of gravity to the ground” (Coaching Association of Canada 5–5).

Gymnastic movement patterns:

- **Landings**—safely taking weight on feet and/or hands to prevent injuries in falls.
- **Statics**—positions, including static balances, hangs (suspension activities whereby the shoulders are below the point of suspension), and supports (any stable position that is not a hang).
- **Springs**—the rapid displacement of the body by either the legs (e.g., jump, leap) or arms (e.g., pop, rebound).
- **Rotations**—any turn or spin about one of the three primary axes: longitudinal (e.g., twists, pivots), transverse (e.g., rolls, somersaults), or horizontal (e.g., cartwheels).
- **Locomotion**—the movement of the body using the various forms of transport (e.g., walking, hopping, skipping).
- **Swings**—rotation around an axis outside the body, evolving from hangs or supports.

Health-related fitness components—include cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Heart rate—the number of beats of the heart, normally expressed as beats per minute.

Hypertrophy—an increase in size.

Intensity—indicates how hard an exercise or activity is performed in terms of force and energy expenditure.

Leap—taking off with one foot with a period of suspension, then landing on the other foot. Ensure that students leap at appropriate heights and stay on balls of feet when landing.

Levels in space:

- **High**—above the shoulders.
- **Medium**—between the shoulders and knees.
- **Low**—below the knees.

Ligament—a connective tissue that connects bone to bone.

Light activity—is considered less than 50% of the individual's age-related maximum heart rate (e.g., stretching exercises, walking casually, golf, playing catch) (U.S. Department of Health and Human Services *et al.* 32).

Mass—a measure of resistance to linear motion, usually measured in kilograms. Greater mass means greater resistance to motion.

Match—students are side by side and perform the same movements at the same time.

Mature level of skill development—the mature phase represents a period when all aspects of a skill can be used and applied to a variety of situations. The characteristics of a mature phase include rhythmical movement, controlled and coordinated movement, and consistent performance.

Maximum heart rate—the highest number of times the heart can contract in one minute, which can be reached at maximum effort. Maximum heart rate changes with age.

Mirror—students face each other and perform the same movements, like looking in a mirror.

Moderate activity—is 50% to 70% of the individual's age-related maximum heart rate (e.g., brisk walking, skating, bike riding, low-impact aerobic dancing, recreational swimming) (U.S. Department of Health and Human Services *et al.* 32).

Muscle—consists of muscle fibres made up of contractile cells. The three types of muscles are: cardiac, skeletal, and visceral (Bender *et al.* 360).

Muscle tone—a partial sustained contraction of a skeletal muscle, which is important for posture.

Muscular endurance—the ability of a muscle or group of muscles to exert force over an extended period of time without incurring fatigue.

Muscular strength—the amount of force that can be exerted by a muscle or group of muscles in a single effort.

Newton’s laws of motion:

- **Newton’s first law of motion**—states that “every body will remain in a state of constant motion or rest unless acted upon by an outside force” (Coaching Association of Canada 5–11).
- **Newton’s second law of motion**—states that “the applied force is proportional to the resulting acceleration; that is, the greater the applied force, the greater the resulting acceleration—providing mass is constant” (Coaching Association of Canada 5–11).
- **Newton’s third law of motion**—states that for “every action force, there is an equal and opposite reaction force” (Coaching Association of Canada 5–11).

“Other” foods—foods that are not included in the four food groups but can be served with them in meals and snacks, according to *Canada’s Food Guide to Healthy Eating* (Health Canada). Some “other” foods are high in fat, sugar, or salt, and should, therefore, be used in moderation. They include

- foods that are mostly fats and oils (e.g., butter, margarine, cooking oils, lard)
- foods that are mostly sugar (e.g., jam, honey, syrup, candies)
- high-fat and/or high-salt snack foods (e.g., chips, pretzels)
- beverages (e.g., tea, coffee, soft drinks)
- herbs, spices, and condiments (e.g., mustard, ketchup)

Personal space—the immediate empty space around an individual.

Planes:

- **Frontal plane**—an imaginary division of the body along a vertical axis into front and back.
- **Horizontal plane**—an imaginary division of the body along a horizontal axis into top and bottom, high or low.
- **Sagittal plane**—an imaginary division of the body along a vertical axis into right and left sides; movements are performed parallel to either side of the body.

Plyometrics—comes from the Latin words *ply* (increase) and *metric* (measure). Plyometric exercises are used in aerobic workouts to train the eccentric contraction phase (when muscle lengthens) to develop speed and strength.

Power—“the ability of the body to apply a maximum muscular contraction with the quickest possible speed” (Kirchner and Fishburne 706).

Pulse rate—the measure of the heart’s mechanical work in the circulatory system or the number of times the heart sends blood into the blood vessels, normally expressed as beats per minute.

Qualities of effort in movement:

- **Time**
 - **Fast** (e.g., quick, explosive).
 - **Slow** (e.g., careful, drawn out, sustained).
- **Force**
 - **Strong** (e.g., intense, heavy, forceful, loud).
 - **Light** (e.g., easy, weak, gentle, soft).
- **Flow**
 - **Free**—smooth, large, continuous movement that is flowing and ongoing and cannot be readily stopped.
 - **Bound**—small, controlled, restricted movement that can be readily stopped.

Reaction time—“the ability to react or respond quickly to what you hear, see, or feel” (Rainey and Murray 398).

Recovery heart rate—the heart rate measured at certain intervals after exercise, most often at one, three, and five minutes after completion.

Relationship:

- **Lead**—move in front of a partner or group.
- **Follow**—move behind a partner or group.
- **Chase**—move quickly to reach or overtake a person or object.
- **Flee**—move quickly to avoid a chaser.
- **Dodge**—move quickly to change direction, pathway, and/or speed to evade a player or an object.

Resting heart rate—the number of beats in one minute when you are at complete, uninterrupted rest. It is best taken when first waking up in the morning before lifting the head from the pillow.

Rotation—movement in the horizontal plane of a joint.

Skill-related fitness—the ability to perform successfully during games and sports (also called **performance fitness**).

Skill-related fitness components—include agility, balance, coordination, power, reaction time, and speed.

Slide—a gallop performed in a sideways direction.

“Sometime” foods—foods that are not nutritious and fall into the “other” foods category identified in *Canada’s Food Guide to Healthy Eating* (Health Canada). These foods may be eaten occasionally but not regularly. They may be harmful to your health.

Space awareness—refers to where the body moves with respect to

- **locations** (e.g., personal and general space)
- **directions** (e.g. forwards, backwards, sideways, up, down)

- **levels** (e.g., low, middle, high)
- **pathways** (e.g., curved, straight, zigzag)
- **planes** (e.g., frontal, horizontal, sagittal)

Speed—“the ability to move your body or parts of your body swiftly” (Rainey and Murray 399).

States of motion:

- **Motionless states**—“occur when a body or object is balanced and there is no significant movement” (Coaching Association of Canada 5–5).
- **Linear motion**—“movement in a straight line . . . produced when forces are applied directly through the centre of gravity . . . usually described in terms of how far the body moved and how fast” (Coaching Association of Canada 5–5).
- **Angular motion**—“rotation, or circular motion about an axis . . . produced when forces are not applied directly through the centre of gravity” (Coaching Association of Canada 5–5).

Static balance—controlled body position and posture while at rest.

Symmetrical—having each side the same.

Target heart-rate zones—the heart-rate range within which the heart should beat to achieve the desired physiological benefits.

Tendon—a connective tissue that connects muscle to bone.

Velocity—“a measure of how fast a body is moving . . . usually measured in metres per second (m/s)” (Coaching Association of Canada 5–10).

Vigorous activity—generally requires participation in physical activity so that the heart rate increases to greater than 70% of the individual’s age-related maximum heart rate (e.g., running, supervised weight training, basketball, soccer, cycling in uphill terrain, high-impact aerobic dancing, fast-pace skating) (U.S. Department of Health and Human Services *et al.* 32).

Warm-up—the first phase of a workout, which is used to increase the heart rate and the flow of the blood to the muscles.

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Education**

Aggressive—behaving in a hostile and destructive manner.

Anabolic steroid—a synthetic steroid used to increase muscle size.

Anger-management skills—the ability to solve problems and conflicts in a controlled manner.

Antibiotic—a substance used to inhibit or destroy susceptible micro-organisms.

Anti-inflammatory—a substance used to decrease swelling.

Assertive—standing up for yourself and respecting the rights of others.

Compromise—settling a dispute with each person mutually agreeing on a settlement. Meeting in the middle.

Conflict-resolution skills—the ability to solve a dispute using skills such as listening, paraphrasing, and problem solving.

Diuretic—a drug causing increased output of urine.

Grieving—a period of sadness following a loss.

Guided imagery—the process of following a script that produces images in the mind.

Harassment—continual or repeated bothering or annoying behaviour.

Herbals—herbs used for medicinal purposes.

Hypertension—abnormally high blood pressure.

Marijuana—a hallucinogenic drug taken from part of the hemp plant.

Mediation—using a mediator (neutral person) to intervene to produce an agreement or a reconciliation.

Narcotic—a substance affecting the mind, often causing insensibility or drowsiness.

Negotiation—settling a dispute by talking with others to reach an agreement. A collaborative effort to reach an agreement.

Osteoporosis—a condition of brittle and fragile bones caused by a calcium deficiency.

Passive—refraining from reacting to opposing behaviour.

Primary growth changes—changes related specifically to male or female reproductive systems and development of the genitals.

Progressive relaxation—gradual relaxation of the body.

Relaxation breathing—slow and deep breathing using the diaphragm.

Secondary growth changes—general growth changes that occur in males and females.

Sexually transmitted infections (STIs)—diseases contracted through unprotected sexual contact with body fluids such as blood, semen, and vaginal secretions.

Social-emotional changes—changes related to interpersonal relationships and personal emotions.

Stereotype—a generalization about the way a group of people looks, acts, or behaves.

Stimulant—a drug that arouses the body.

Human Sexuality*

* Terms related to human sexuality are adapted, by permission, from:

- *Choices and Changes* by Health Promotion Unit, Yukon Government.
- *Changing: A Guidebook about Puberty* by Changing Program, Proctor & Gamble Inc. and the Ontario Physical and Health Education Association.

Stress—the body’s response to the demands of life stressors, which can be mental, emotional, social, physical, or environmental (Swaim and Edwards 40).

Violent—involving or using physical force.

Abdominal region—the area of the body where the stomach, intestines, and reproductive organs are located.

Adolescence—the period of physical and psychological development from the beginning of puberty to maturity.

Acne—a severe case of pimples.

Anus—the opening where feces or body waste leaves the body.

Apocrine glands—sweat glands under the arms and in the genital area.

Areola—the ring of skin around the nipple.

Blackhead—a pore clogged with sebum and dark in colour because it is exposed to air.

Bladder—a sac inside the body that holds urine.

Breasts—the milk-producing glands in a woman.

Cervix—the lower part of the uterus.

Circumcision—the operation to remove the foreskin of the penis.

Clitoris—a small sensitive organ above a female’s urinary opening.

Corona—the ring, or ridge, of skin that circles the lower edge of the glans.

Dermis—the layer of skin that makes new skin cells.

Eccrine glands—sweat glands found all over the body.

Egg—the female reproductive cell (also called **ovum**).

Ejaculate—to eject or discharge semen; the act of ejaculation.

Ejaculation—occurs when semen comes out of the penis.

Embryo—a fetus during its first eight weeks of development in the uterus.

Endometrium—spongy, blood-filled tissue that lines the uterus.

Epidermis—the outer layer of skin.

Erection—occurs when the penis fills with blood and becomes hard.

Estrogen—a female sex hormone produced in the ovaries that develops and maintains female characteristics of the body.

Fallopian tubes—narrow tubes between the ovaries and the uterus.

Fertilization—the joining of a female egg and a male sperm to form an embryo.

Fetus—the stage of a baby forming after eight weeks of development in the uterus.

Foreskin—the skin around the head of the penis.

Genitals—the inside and outside sex organs.

Glans—the head of the penis.

Hormones—chemical messengers that tell parts of the body what to do.

Hymen—a ring of skin that may partly cover the vaginal opening.

Labia—the folds of skin around the opening of the vagina.

Menopause—the end of a woman’s menstrual cycles, usually occurring when she is in her late forties or fifties.

Menstrual cramps—physical discomfort experienced during a female’s period.

Menstrual cycle—the process of ovulation and menstruation that occurs approximately once a month beginning at puberty and ending with menopause.

Menstrual fluid—the uterine lining, consisting of spongy tissue and blood, that flows out the body through the vagina during a woman’s period.

Nipple—the small raised part in the centre of the breast.

Nocturnal emission—an ejaculation that occurs involuntarily while asleep (also called a **wet dream**).

Ovaries—the two glands that make the female sex hormones and release egg cells.

Ovulation—the release of a mature egg from the ovary.

Ovum (plural **ova**)—the female reproductive cell (also called **egg**).

Pelvic area—the lower abdominal area between the hips that contains the reproductive organs.

Penis—the sex organ of a male.

Period—the time when a female is menstruating.

Pituitary gland—the gland at the base of the brain that is responsible for producing hormones that regulate the developmental changes that occur during puberty.

Progesterone—a female sex hormone produced in the ovaries that stimulates the preparation of the body for pregnancy.

Prostate gland—a male gland near the bladder that adds fluid to semen.

Puberty—the stage of life during which human males and females become sexually mature.

Pubic area—the area where the legs join the body and pubic hair appears during puberty.

Scrotum—the soft sac in males that holds the testicles or testes.

Sebaceous glands—the oil-making glands of the skin.

Sebum—the oily substance made in the sebaceous glands.

Semen—a white, milky liquid that carries sperm out of the penis during ejaculation (also called **seminal fluid**).

Seminal vesicles—two small pouches that make part of the liquid in semen.

Smegma—a secretion from the sebaceous glands that produces a white, cheesy substance found between the folds of the vulva and under the foreskin of the penis.

Sperm—the male sex cell required to fertilize an egg to make a baby.

Sweat glands—the parts of the body that regulate body temperature by releasing water and salt.

Testes—the testicles.

Testicles—male sex glands that make hormones and sperm.

Testosterone—the male hormone, produced in the testicles, that causes many of the changes of male puberty.

Toxic shock syndrome (TSS)—a rare disease associated with tampon use.

Urethra—the tube through which urine and semen leave the male body.

Uterus—the hollow muscular organ that holds and nourishes the fetus, or unborn baby.

Vagina—the tube that leads from the cervix to the outside of the body.

Vas deferens—the small tubes through which sperm travel from the testicles to the urethra.

Vulva—the outside sex organs of a female.

Wet dream—an ejaculation that occurs involuntarily during sleep (also called **nocturnal emission**).

Notes



Framework Excerpts

FRAMEWORK EXCERPTS

This section contains the following excerpts reproduced from *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training, 2000). Page references within these excerpts apply to the Framework.

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Overview

Nature of the Discipline

Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (the Framework) builds on a foundation that unites the two subject areas, physical education and health education. The combined curriculum provides a connected approach to learning about the mind and body that promotes healthy and active living. Student learning outcomes have been designed to support an integrated and holistic approach to using highly active and interactive learning experiences to promote lifelong physical activity and well-being.

Vision

The vision of the Framework is:

physically active and healthy lifestyles for all students.

This Framework adopts a unified vision of physical education/health education for the future. Programming for physical education and health education together heightens the importance of both subject areas and supports a stronger message to students about making safe and healthy lifestyle choices. For example, within the delivery of integrated physical education/health education curriculum, components such as fitness management and interpersonal skills become more meaningful as students experience the health and social benefits of participation in physical activity.

Aim

The aim of the Framework is:

to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles.

Purpose of the Framework

It is the intent of the Framework to ensure that all students acquire the knowledge, skills, and attitudes to become physically active, and to make health-enhancing decisions designed to improve their personal quality of life. The Framework provides the basis for teaching, learning, and assessment in physical education/health education. It also provides the foundation for the development of physical education/health education implementation documents, and assists administrators and other educational partners with their initial implementation planning processes.

The Framework identifies general student learning outcomes for Kindergarten to Senior 4. Specific student learning outcomes have been identified for Kindergarten to Senior 2, where physical education/health education is a compulsory subject area. Physical education/health education is an optional subject area at Senior 3 and Senior 4.

The design of the Framework encourages educators to make curricular connections with other subject areas, where applicable, to support an integrated approach. Some health-related topics will appear in other subject areas. For example, body systems and nutrition appear in science. It is expected that the inclusion of health components within other subject areas will help to make student learning more relevant and personally meaningful. (Refer to Appendix B: *Curricular Connections* for more details.)

As well, some areas, such as career/life management, human diversity, use of information technology, and sustainable development will appear in all subject areas in support of the broad outcomes of education for Kindergarten to Senior 4.

Background

Both physical education and health education contribute to the development of physical and social-emotional well-being. Previously in Manitoba, there were separate curricula for health education and physical education. The health education curriculum addressed environmental influences and lifestyle as the two most important determinants of well-being. The physical education curriculum used a physical activity and sport model for the promotion of sport participation and performance.

Within this Framework, an integrated approach has been established for health education and physical education programming to provide a stronger message to students related to active and healthy living. The focus is to promote the development of movement and personal management skills for lifelong physical activity and fitness and to reduce health risks

by developing skills and processes for making health-enhancing decisions for active healthy lifestyles.

The shift in emphasis in the integrated physical education/health education is not intended to be critical of former approaches, but, rather, to emphasize the importance of moving towards health promotion and of addressing risk factors facing our children and youth.

The following statement guided curriculum change for physical education/health education:

The physical education curricula and classroom instruction will undergo significant changes in order to shift the emphasis from physical fitness and exercise to an emphasis on physical well-being. The emphasis will mean that aspects such as knowledge about health and fitness, including nutrition and stress management, prevention of health problems and issues and safety and violence prevention, as well as exercise and fitness will be the focus of an integrated physical education curriculum. Physical education will be designed to lead students to lifelong fitness and to emotional and mental well-being through healthy lifestyles.

The process of developing the Framework has also been guided by current research in physical education and health education. The current literature supports a positive and preventative approach to help students make health-enhancing decisions that will result in active, healthy lifestyles and disease prevention. The research data also indicate that a skill-based approach, rather than a cognitive-based approach, is essential so that students are able to use and apply their learning effectively. Just knowing about being active and healthy is not sufficient.

Students need opportunities to acquire and apply skills to enhance physical and mental-emotional well-being.

Research indicates that traditional knowledge-based programming in health has not been shown to effect significant changes and improvements in skills and behaviours. Effective programming was defined as strategies that result in behavioural change and develop personal-social management skills to prevent a variety of health and social issues.

The research underpinning this Framework emphasizes the importance of decision-making/problem-solving and resistance skill training as part of a broader approach stressing self-efficacy, interpersonal skills, and concrete knowledge. Berliner and Bernard (1995), for example, argue for the development of policies and programming that aim to foster resilience in children and youth. Stemming from biomedical, psychological, and sociological fields, resilience research focusses attention on the variety of complex factors and processes that contribute to how well an individual responds to risk. Resiliency models propose that a variety of predictor variables or personal factors may predispose young people to unhealthy risk-taking, and, dependent upon the interaction of protective processes in their lives, individuals may develop varying levels of resilience to adversity.

Rationale

In today's society, an entire generation of children is provided with increased opportunities to live completely sedentary lifestyles with reduced social interactivity. An increase in stimulating opportunities offered through television and multimedia technology progressively consumes the leisure time of our children and youth, and leads to physical inactivity. Furthermore, physical inactivity has an impact on development of movement skills, fitness management, personal-social well-

being, and associated health problems. It is necessary for educators to examine approaches for putting physical activity back into the daily lives of our children and youth. It is a shared responsibility of the home, school, and community to ensure that students are active on a daily basis and to enable them to make active and healthy lifestyle choices.

The Centre for Disease Control and Prevention (1997), supported by the Canadian Fitness and Lifestyle Research Institute, identifies the significant behaviours that contribute to today's major health issues:

- inadequate physical activity
- unhealthy dietary behaviours
- drug use, including alcohol and tobacco
- sexual behaviours that result in sexually transmitted diseases/infections and unintended pregnancies
- behaviours that result in intentional and unintentional injuries

Despite the warnings of educators, scientists, health specialists, and medical professionals, negative health behaviours continue to be major factors in chronic disease. These behaviours are learned by children and youth, and are carried into adulthood.

For all of the above reasons, this Framework is not only critically important to the health and well-being of every school-age child, it is also a viable means of addressing the escalating costs of health care.

Research shows that the development of positive personal attributes is fostered or reinforced by the following characteristics within a child's or youth's family, community, and/or school environment:

Overview

- caring relationships that are trusting, compassionate, and respectful
- positive, high expectations, which are explicitly communicated, with students receiving adequate support in their efforts to achieve them
- meaningful opportunities to participate in valued family, school, and community activities
- supportive caring community that ensure the safety and well being of children

Each of these characteristics has an impact on how children and youth make health-enhancing decisions related to an array of health-compromising situations to which they may be exposed. Throughout the Framework, the emphasis is to develop the physical and social behaviour skills to prevent health and social difficulties. The family, school, and community can all work together to help children and youth develop the resiliency and resistance skills necessary to avoid health problems, and to deal effectively with controversial and sensitive health issues.

The school plays a partnership role in the development of physically active and healthy lifestyles. Movement skills and healthy lifestyle practices are learned throughout the school years, through quality physical education programming, quality health programming, and the integration of health content within other subject areas. Active, meaningful parental, family, and community involvement in the educational process promotes the strongest possible academic, physical, social, and emotional development of children.

Guiding Principles

Based on current research and guided by *A Foundation for Excellence* (1995), the *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum*

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Framework of Outcomes for Active Healthy Lifestyles (1999) reflects the following guiding principles:

1. *Movement skill based* — Students should have the opportunity to have sufficient practice for acquisition and application of the basic movement skills to a variety of physical activities/sports.
2. *Social behaviour skill based* — Students should have the opportunity to have sufficient practice for acquisition and application of personal and social management skills for building positive human relationships, resisting negative social pressures, and making health-enhancing decisions.
3. *Active participation and active learning* — Students should be physically active on a regular basis to develop personal health and fitness. Student participation in active, hands-on, and meaningful experiences is an essential part of the learning process.
4. *Learner centred* — The needs of all learners should be addressed through instruction that is relevant, current, meaningful, and balanced, and offers a variety of choices in learning experiences.
5. *Enjoyable* — Learning experiences should foster maximum participation, social acceptance, safe environments, and personal success.
6. *Developmentally and age-appropriate* — Students' learning should be achieved through appropriate, relevant, and sequential learning experiences that meet the developmental and age-appropriate needs of students.

7. *Involvement of parents¹, families, and communities* — A shared responsibility among the home, school, and community should be adopted for the development and reinforcement of healthy lifestyle behaviours.
8. *Positive and preventative* — The focus in teaching and learning should be on identifying the positive behaviours for active, healthy living that will prevent unhealthy and unsafe situations.
9. *Holistic* — Children should encounter meaningful, experiential activities and materials in purposeful and authentic contexts.
10. *Quality* — Programming should provide a climate that fosters excellence through dedication, determination, creativity, initiative, and high achievement.
11. *Accountability* — Programming should ensure that students achieve the expected general and specific student learning outcomes through effective and efficient use of resources. Each student learning outcome is observable, measurable, and/or reportable to enable connections to be made relative to teaching, learning, and assessment.
12. *Addresses foundation skill areas — Programming should address:*
 - literacy and communication
 - problem-solving
 - human relations
 - technology
13. *Addresses elements of integration — Programming should address:*
 - curriculum integration
 - human diversity

¹ In this document the term “parents” refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child’s education.

- sustainable development
- anti-racist/anti-bias education
- resource-based learning
- differentiated instruction
- Aboriginal perspectives
- gender fairness
- appropriate age portrayals

Key Characteristics

The key characteristics of the Framework are as follows:

1. Student learning outcomes for physical education and health education focus on the development of physically active and healthy lifestyles.
2. Student learning outcomes related to physical education and health education are represented in one document and appear as part of each of the five interrelated general student learning outcomes.
3. The Framework emphasizes a skills-based approach, focussing on skills and behaviours, and their functional application.
4. Health components appear as part of the Framework and as part of other subject area curricula. (Refer to Appendix B: *Curricular Connections* for more details.)
5. Implementation must support a holistic, integrated approach to health that includes a high level of physically active and interactive learning experiences.
6. Student learning outcomes can be achieved using different delivery models best determined by schools

and/or school divisions/districts² through a collaborative school-based planning process. (Refer to Appendix C: *School Division/District Planning Process*)

7. A school division/district planning process must be used to determine local policy related to potentially sensitive content. This content appears in the *Human Sexuality* and *Substance Use and Abuse Prevention* strands in General Learning Outcome 5 (*Healthy Lifestyle Practices*), and in the *Personal Safety* sub-strand of the *Safety of Self and Others* in General Learning Outcome 3 (*Safety*).

Time Allotments (Kindergarten to Grade 8)

Physical education/health education is a compulsory subject area for Kindergarten to Grade 8. The following minimum time allotments for physical education/health education are recommended. Schools are encouraged to timetable in a manner that suits the composition and specific needs of their school.

- Kindergarten to Grade 6
 - 11% of instructional time (75% of the time spent on physical education-related student learning outcomes/25% of the time spent on health education-related student learning outcomes)
- Grades 7 and 8
 - 9% of instructional time (75% of the time spent on physical education-related student learning

² For the purposes of this document, references to school divisions/districts refer to the governing bodies of schools, including school divisions, school districts, Band-operated schools, and funded independent schools and school authorities.

outcomes/25% of the time spent on health education-related student learning outcomes)

Graduation Requirement (Senior 1 to 4)

Physical education/health education is a compulsory subject area at Senior 1 and Senior 2. The following two credits are required to meet graduation requirements:

- Senior 1 - one credit that includes 50% of the time spent on physical education-related student learning outcomes and 50% of the time spent on health education-related student learning outcomes
- Senior 2 - one credit that includes 50% of the time spent on physical education-related student learning outcomes and 50% of the time spent on health education-related student learning outcomes

Credits at each of Senior 1 and 2 can be reported as full credits or as half credits. However, school divisions/districts are

encouraged to offer physical education/health education as an integrated full credit to align with the vision of the Framework and to support the interrelatedness of the general student learning outcomes. As well, at Senior 3 and Senior 4, school divisions/districts may offer additional local integrated physical education/health education curricula or other curricula related to physical education/health education such as Physical Education Leadership, Health and Fitness Leadership, Outdoor Education, and Recreational Leadership as compulsory or optional credits. These additional local curricula are expected to have connections to one or more of the five general student learning outcomes in the Framework. Local curricula must be developed/acquired based on Manitoba Education and Training requirements.

Potentially Sensitive Content

Student learning outcomes in the Framework have been developed to address the five major health-risk issues listed in the *Rationale*, and to provide students with the knowledge and skills to make healthy lifestyle choices. Some of the content and issues pertaining to the student learning outcomes may be potentially sensitive for some students and their parents/families and/or communities. This sensitivity may be based on family, religious, and/or cultural values.

The three strands that may contain potentially sensitive specific student learning outcomes are: *Human Sexuality*, *Substance Use and Abuse Prevention*, and the *Personal Safety* sub-strand within *Safety of Self and Others*. For student learning outcomes related to potentially sensitive issues, schools must seek parental involvement and provide a parental option³ prior to implementation. (Refer to Appendix C: *School Division/District Planning Process* for details.)

There also are student learning outcomes in the Framework that are not considered sensitive but should be treated with sensitivity. These specific student learning outcomes relate to topics such as loss and grief, diversity related to individuals, families, and cultures; healthy weight; body image; dress; and personal hygiene. Teachers are required to follow guidelines as developed through the school division/district planning process

³ A parental option means that parents may choose a school-based or alternative delivery of potentially sensitive content that may appear in strands Substance Use and Abuse Prevention and Human Sexuality, as well as in the personal safety sub-strand. Parents have the right to opt for alternative delivery (e.g., home, professional counselling...) for their child where the content is in conflict with family, religious, and/or cultural values.

on content that requires sensitive treatment. (Refer to Appendix C: *School Division/District Planning Process* for details.)

While the home, peers, church, school, and community are primary sources of values, the media, including the World Wide Web, movies, and videos, provide a mixed and confusing array of values, beliefs, and choices for children, youth, and adults. The communication age has brought new challenges to schools, parents, families, and communities as they help students to deal with contentious issues locally and/or globally. As well, a number of significant and disturbing social trends concern parents and educators, including increased teenage sexual activity, increases in teenage pregnancy, use and abuse of substances, and other health-compromising behaviours. It is important for schools, parents, families, and communities to work together to ensure students have the knowledge and skills to make informed and responsible choices now and for the future.

Involvement of Parents, Families, and Communities

Educators are encouraged to involve parents/guardians and the community in different aspects of the school division/district and school planning processes. The Framework encourages parents, families, and communities to work more closely with educators in areas such as promotion of health, safety, and physical activity.

As in all areas of education, the home, the school, and the community have a shared responsibility to ensure that the environment, programming, and services provide opportunities for students to practise and participate safely in physical activity and healthy living.

Students with Special Needs

School divisions/districts are responsible for establishing local policy and procedures within the context of the provincial policies related to students with special needs⁴. Consideration for students with special needs is an essential component of an inclusionary, learner-centred approach. Physical education/health education programming may necessitate various changes in the form of modifications, adaptations, and/or accommodations to assist a student with limited ability to participate in physical activity.

Modifications or changes to the content of student learning outcomes in the Framework may be necessary for students identified as having significant cognitive disabilities. “Modification” refers to the altering of the number, essence, and content of the curricular outcomes that the student is expected to meet. Refer to the documents *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4* (1995) and *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (1998) for guidelines on reporting of student achievement related to specific student learning outcomes that have been modified.

Adaptations may be necessary to facilitate success for some learners. Adaptations are the act of making changes in the teaching process, materials, or student products to help students

⁴ The literature frequently refers to Special Needs to include students who have long-term cognitive and/or physical disabilities, including sensory impairments that will affect their ability to perform and achieve expected student learning outcomes. Some examples of disabilities may include spina bifida, muscular dystrophy, muscular atrophy, multiple sclerosis, paraplegia, quadriplegia, cerebral palsy, osteomyelitis, amputations and sensory impairments (e.g., visual impairment, hearing impairments).

achieve the expected learning outcomes. They do not involve changes to the content of the student learning outcomes. The adaptations may occur in the following ways:

- in choosing facilities, equipment, and resources that are safe and appropriate
- in collaborating with available support services
- in planning, teaching, and assessment/evaluation strategies that incorporate a variety of learning approaches considering the student’s needs and disabilities
- in engaging students in planning, learning, and assessment
- in designing the frequency, intensity, and duration of physical activity where student learning outcomes require the acquisition and/or application of physical skills

When students are expected to achieve the student learning outcomes, with or without adaptations, teachers should follow regular grading practices and reporting procedures. Refer to the document *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (1998) for guidelines on reporting of student achievement related to specific student learning outcomes that have been adapted.

Special considerations may be necessary for students with physical disabilities who do not have a significant cognitive disability that prevents achievement of skill-related specific student learning outcomes. A physical disability may make it impossible for the student to achieve specific physical education/health education student learning outcomes even with the use of adaptations, especially in situations related to movement. For example, it would be impossible for a student who uses a wheelchair or walker to demonstrate competency in the transport skills identified in the Framework, which include running, hopping, galloping, jumping, and skipping. Teachers are responsible for the identification and adjustment of specific

learning outcomes, where necessary, to address programming needs for each student with a particular physical disability. In the case of a student who uses a wheelchair or walker, the specific learning outcome could be changed to emphasize competency in transport skills specific to moving in a wheelchair or walker through the use of accommodations.

Accommodations consist of adjustment to physical skill-based specific student learning outcomes or substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations, including sensory impairments. Other considerations related to accommodations include:

- decisions on whether a physical limitation warrants accommodations are to be made at the school level
- identification of the skill-based specific student learning outcomes needing accommodation depends on the type and severity of the physical limitation
- accommodations should be closely related to the specific student learning outcomes and be developmentally appropriate
- information provided by a medical practitioner and allied health professionals (i.e., physical therapist, occupational therapist) should be considered when planning for accommodations
- where accommodations occur, the information related to these should be included as part of the anecdotal report. Accommodations can be reported anecdotally related to each general learning outcome where applicable
- at Senior Years, the student can complete the regular physical education/health education credit when accommodations are applied

Table 1 outlines two examples for how specific student learning outcomes could be accommodated. The first is for a *Movement* student learning outcome in the case of a Grade 3 student with a mobility impairment. The second is for a *Safety* student learning outcome for a Senior 1 student with a severe visual impairment.

Table I Examples of Accommodation

<i>Type of Limitation</i>	<i>General Student Learning Outcome</i>	<i>Specific Student Learning Outcome</i>	<i>Accommodation</i>	<i>Teacher's Comments on Student's Progress and Achievement</i>
Physical Disability (mobility impairment - wheelchair)	Movement	Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, and skipping) (S.1.3.A.1) (Grade 3)	Demonstrate proficiency in <i>wheeling techniques</i> (e.g., <i>stopping with control, turning to the right, turning to the left, turning quickly, backing up, weaving around obstacles...</i>)	The student has demonstrated mastery of the given skills in a specific circuit and in cooperative activities.
Sensory Impairment (visual impairment)	Safety	Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for handling of body fluids...) (S.3.S1.A.2) (Senior 1)	Demonstrate the skills required to administer basic first aid <i>with assistance</i> (e.g., scene management, seeking help, treating minor injuries, and applying precautions for handling of body fluids...)	The student demonstrated the first aid skills with assistance and responded to the voice cues in a tentative manner.

Students with Medical Problems

School divisions/districts are responsible for establishing local policy and procedures related to students with medical problems⁵ and their ability to participate in physical activity. The school principal bears the responsibility for determining whether a student has met the learning outcomes of the course, and for granting/denying credit (Senior 1 to Senior 4) or passing/failing from Kindergarten to Grade 8 where there are absences due to extenuating circumstances.

School divisions/districts should include the following when establishing local policy and procedures for students with medical problems that limit participation in physical education/health education:

- establish definition for short-term and long-term absence considering scheduling implications (e.g., may depend on number of physical education classes per week or cycle)
- require notification from parents/guardians for short-term injuries/medical problems
- require a medical certificate for students with medical problems that limit or prohibit participation in physical activity for a longer term (e.g., more than two weeks)
- seek out medical information to include in the child's specific health care plan, where appropriate

⁵ Medical Problems refers to physical illnesses, conditions, injury, or treatment that are generally of a temporary and/or recurring nature, and, that limit participation in physical activity, such as mononucleosis, diabetes type I and type II, cystic fibrosis, severe allergies, respiratory problems, broken bones, sprains/strains, surgery, and cancer treatment.

- establish a means of communication for seeking further information or direction related to policy and supports for children with special health care needs (e.g., contact divisional student service administrator)
- provide adaptations where possible
- refer to any available medical information when planning appropriate adaptations
- follow regular grading practices and reporting procedures when students with medical problems are expected to achieve the student learning outcomes, with or without adaptations

Where none of the above options is possible, and the physical education/health education credit cannot be obtained, the credit must be **substituted** from an other subject area. In such a case, medical documentation is necessary to explain the substitution when recording student marks and credits locally.

Table II outlines the options schools may provide based on local school division/district procedures and policy.

At Senior Years, two credits of physical education/health education are compulsory. Where a student's temporary physical limitations and/or medical problem prohibits him/her from participating in physical activity, it may be possible, depending on timetabling and scheduling, to **reschedule** the credit to another semester or year. In certain cases, it may be possible to apply **accommodation** procedures for students with medical problems. For example, during the last semester of Senior 4, student learning outcomes could be adjusted to accommodate a student who has sustained an injury that limits the achievement of some physical skill-based outcomes.

Table II Summary of Options for Students With Special Needs and/or Medical Problems

<i>Options</i>	<i>Definition</i>	<i>Application</i>	<i>Reporting Requirements</i>
<i>Modifications</i>	The altering of the number, essence, and content of the student learning outcomes that the student is expected to meet.	For a student identified as having significant cognitive disabilities.	Refer to <i>Toward Inclusion: A Handbook for Modified Course Designation, Senior 1-4</i> (1995) and <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> (1998).
<i>Adaptations</i>	The act of making changes in the teaching process, materials, or student products to help students achieve the expected student learning outcomes.	To facilitate success for all learners without making changes to the student learning outcomes.	Follow regular grading practices and reporting procedures. Refer to <i>Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years</i> (1998).
<i>Accommodations</i>	The adjustment of physical skill-based specific student learning outcomes or the substitution of other student learning outcomes in order to make them achievable by students with identified physical limitations including sensory impairments.	For student learning outcomes which the student can not achieve due to a physical disability or, in exceptional cases, for students with physical limitations and/or medical problems.	Follow regular grading practices and reporting procedures. Information about accommodations is included as part of the anecdotal reporting and the student completes a regular credit.
<i>Rescheduling</i>	The process of completing the requirements for credit in an alternate semester, trimester, or year.	For Senior Years students who can not achieve the required credit due to a temporary physical limitation.	Follow regular grading practices and reporting procedures.
<i>Substitution</i>	The process of replacing part or all of the physical education/health education credit with another credit.	For Senior Years students who, because of exceptional circumstances, can not achieve the required credit due to a physical limitation.	Documentation is required to explain the medical reason for the substitutions when recording student marks and credits at the local level.

Safety and Liability

Safety is of particular concern in planning and implementing physical education/health education. The primary responsibility and legal liability for ensuring safe practices rest with the school division/district and its employees.

Schools must develop safe routines and procedures, and teachers need to be knowledgeable of the best safety practices, whether teaching, learning, and assessment take place in the classroom, gymnasium, playground, or alternative environments. Teachers responsible for providing a wide variety of challenging movement experiences in physically active settings must anticipate hazards and minimize the risk inherent

in physical activity. Expertise in physical activity management is essential. For some specific physical activities/programming, such as aquatics and Cardiopulmonary Resuscitation (CPR), it is recommended that certified training be required.

As a general rule, teachers will be held to the standard of care of a careful parent of a large family, considering such factors as the number of students being supervised, the age, maturity, level of skill and knowledge, and behavioural propensities of the students, the nature of the activity, the type of equipment being used, and the location of the activity. Staff members responsible for a subject area requiring expertise may be held to a higher professional standard of care. For example, a physical education teacher may be presumed to know more about the dangers inherent in artistic gymnastics than would the average parent. Accordingly, he or she may be held to the standard of physical education specialists with training and experience in artistic gymnastics.

Sections 86, 87, and 89 of The Public Schools Act address exemption from liability in areas of physical education, and may provide some degree of exemption from liability and negligence.

However, it is important that school divisions/districts be aware that it is their primary responsibility for ensuring safe practices when planning and implementing physical education/health education.

In several litigations resulting from students' being injured during physical education classes, Canadian courts have demonstrated a clear departure from "the careful and prudent parent" standard of care when assessing teacher negligence, adopting instead a "professional" standard of care.

Trial courts, therefore, have concluded that the standard of care to be exercised in the context of instruction in a physical education class can frequently exceed the "careful parent of a large family" test, since many physical education activities require specialized knowledge, training, and experience of the teacher. For example, where students are engaging in artistic gymnastics activities, the teacher and school authorities will be required to act as a careful and prudent person having the specialized expertise demanded of an artistic gymnastic instructor.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education:

- Is the activity suitable to the age, mental, and physical condition of participating students?
- Have the students been progressively taught and coached to perform the activity(ies) properly and to avoid the dangers inherent in the activity(ies)?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly in light of the inherent danger involved?

Organizational Structure

The purpose of this section is to provide information on the organizational structure of the Framework. Pertinent conceptual and technical details are also explained for ease in reading the Framework.

Student Learning Outcomes

Student learning outcomes are concise descriptions of the knowledge and skills that students are expected to learn in a course or grade in a subject area (*A Foundation for Excellence*, 1995). Learning outcomes are expressed as general student learning outcomes and specific student learning outcomes.

General Student Learning Outcomes

General student learning outcomes are broad statements identifying the knowledge, skills, and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Senior 4. The general student learning outcomes are interrelated, cumulative, and interdependent. It is expected that each outcome will be achieved through a variety of learning experiences contributing to physically active and healthy lifestyles.

The five general student learning outcomes, as well as the icons that represent each in the Framework, are as follows:



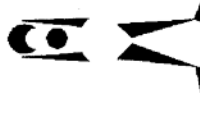
1. Movement

The student will demonstrate competency in selected movement skills, and knowledge of movement and development and physical activities with respect to different types of learning experiences, environments, and cultures.



2. Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.



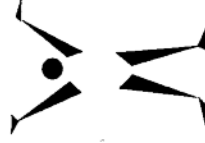
3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



4. Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.



5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Specific Student Learning Outcomes

Each general student learning outcome is further developed by specific student learning outcomes, which are categorized under strands, sub-strands, and sub-themes within this Framework.

Strand

A “strand” is a cluster of specific student learning outcomes within a general student learning outcome. It is an organizer for general topic areas.

Sub-Strand

A “sub-strand” organizes specific student learning outcomes within strands. Sub-strands represent specific topics within a strand.

Sub-Themes

A “sub-theme” organizes specific student learning outcomes within sub-strands. Sub-themes identify more specific content related to the sub-strand.

A *Guide to Reading the Outcomes* using the code is found on page 19. From left to right, the five- to six-digit code that precedes each specific student learning outcome (e.g., K.1.5.B.1.a) refers to the following:

K	Knowledge (K.) or Skill (S.)
1	General Student Learning Outcome number
5	Grade
B	Strand
1	Sub-strand
a	Sub-theme within a sub-strand (when appropriate)

Abbreviations

PE/HE - physical education/health education

PE - physical education

HE- health education

“GLO” - General Student Learning Outcome

“SLO” - Specific Student Learning Outcome

The “i.e.” refers to content that is expected to be taught, learned, and assessed in relation to the specific student learning outcome.

The “e.g.” refers to examples that could be addressed in the context of the specific student learning outcome.

Attitude Indicators

Attitude indicators represent the desired beliefs, feelings, or values for leading physically active and healthy lifestyles. However, developing positive attitudes toward active and healthy living goes beyond what is learned in physical education/health education. Attitude development is a lifelong process that involves the schools, parents, families, communities, and society at large.


Attitudes are a function of one’s beliefs about the perceived consequences of carrying out a particular action, and a personal evaluation of those consequences. Attitude formation is considered to be a product of personal experiences, emotional reactions (to experiences), and the influence of others, all of which contribute to a larger belief system that has an impact upon behavioural intention.

Students are to be always encouraged to develop positive attitudes for making responsible and health-enhancing decisions for physical and social-emotional well-being. In order for positive attitudes to be developed, the creation of emotionally safe, enjoyable, personally meaningful, and challenging learning environments must be a priority in every school.


While attitudes are difficult to measure, the Framework provides attitude indicators as part of each general student learning outcome. The purpose of the attitude indicators is to define the desired attitudes and to guide teachers in anecdotal reporting. Attitude indicators are listed on the summary pages preceding each general student learning outcome section.

Icons

In the scope and sequence charts and specific student learning outcome charts for each GLO, icons are used to indicate three stages; introductory, acquisition, and maintenance. Where an icon doesn't appear in a column for a certain sub-strand and grade, this means that it is not expected that teaching and assessing will occur in that particular year. As well, it may indicate that the content is embedded in another strand area.

 **Introductory Stage:** Students are to begin learning experiences leading to the specific student learning outcomes (concepts, procedures, knowledge, skills) in the succeeding grade(s). This stage can include teacher modelling and direction for students. Initial teaching occurs but the knowledge or skill relative to the strand is not stated as an independent specific learning outcome. Related skills and knowledge may be addressed, but student achievement relative to the specific student learning outcomes is not expected to be measured or reported formally.

Acquisition Stage: Students are expected to achieve the specific student learning outcome in the designated grade. Student achievement relative to the specific student learning outcome is expected to be observed, measured, and/or reported formally.

 **Maintenance Stage:** Learning experiences must be planned and provided to students to review, reinforce, and maintain the specific student learning outcome acquired in previous years. Achievement relative to the specific student learning outcome may be measured and/or reported occasionally.

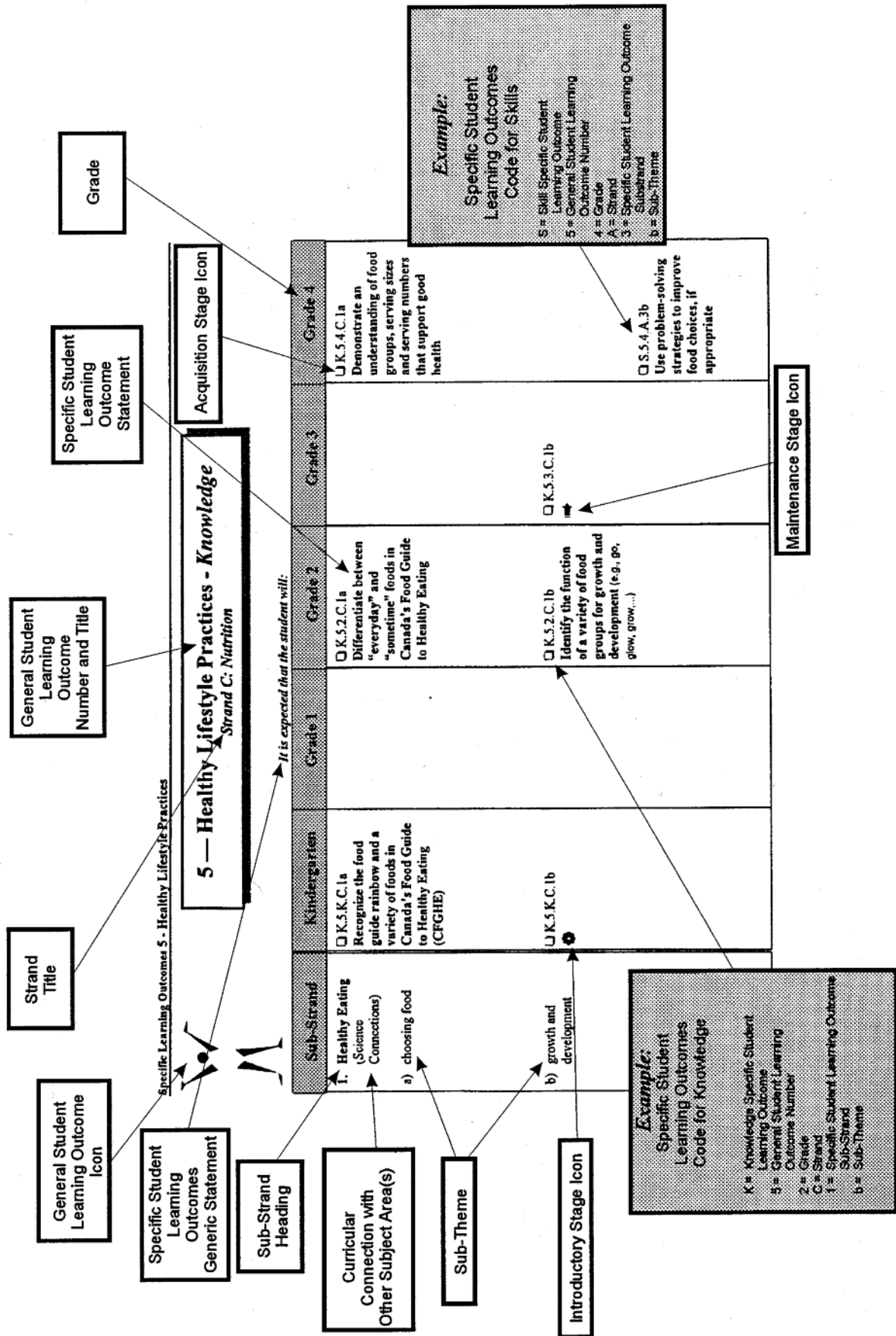
Curriculum Map

The Curriculum Map outlines the organizational structure of the general and specific student learning outcomes. The map also makes curricular connections by indicating other subject areas with specific student learning outcomes that address the physical education/health education strands. (Refer to page 20)



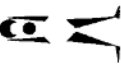


Conceptual Framework

The Conceptual Framework illustrates the key components upon which Manitoba physical education/health education curriculum is based. The design of the Framework supports the vision: “physically active and healthy lifestyles for all.” (Refer to Page 21)

A Guide to Reading the Outcomes

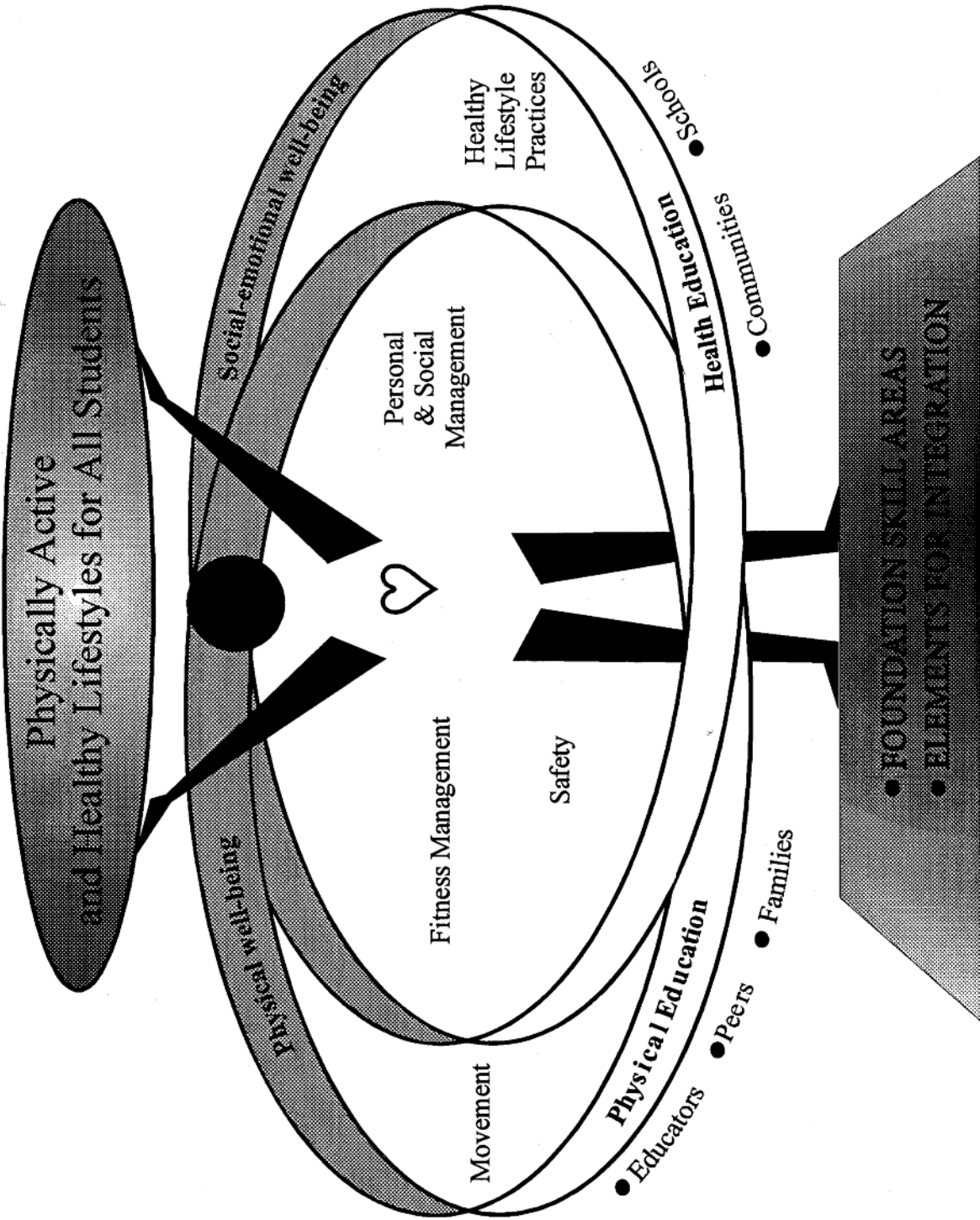


The Curriculum Map for Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles

General Student Learning Outcomes	1. Movement 	2. Fitness Management 	3. Safety 	4. Personal and Social Management 	5. Healthy Lifestyle Practices 
Description	The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.	The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.	The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity and in daily living.	The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.	The student will demonstrate an ability to make informed decisions for healthy living practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.
Knowledge Strands (Acquiring knowledge/understanding)	<ul style="list-style-type: none"> A. Basic Movement (SC, MA, The Arts)* B. Movement Development C. Activity-Specific Movement 	<ul style="list-style-type: none"> A. Fitness Components (SC, MA)* B. Fitness Benefits C. Fitness Development 	<ul style="list-style-type: none"> A. Physical Activity Risk Management (SC)* B. Safety of Self and Others (SC, SS)* 	<ul style="list-style-type: none"> A. Personal Development (All)* B. Social Development (All)* C. Mental-Emotional Development (All)* 	<ul style="list-style-type: none"> A. Personal Health Practices (SC) B. Active Living (SC, MA)* C. Nutrition (SC, MA)* D. Substance Use and Abuse Prevention (SC)* E. Human Sexuality (SC, SS)*
Skill Strands (Acquiring and applying skills)	<ul style="list-style-type: none"> A. Acquisition of Movement Skills (The Arts, SS)* B. Application of Movement Skills to Sport/Games C. Application of Movement Skills to Alternative Pursuits D. Application of Movement Skills to Rhythmic/Gymnastic Activities 	<ul style="list-style-type: none"> A. Acquisition/ Application of Fitness Management Skills to Physical Activity and Healthy Lifestyle Practices (SC, MA)* 	<ul style="list-style-type: none"> A. Acquisition/ Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices 	<ul style="list-style-type: none"> A. Acquisition of Personal and Social Management Skills to Physical Activity and Healthy Lifestyle Practices 	<ul style="list-style-type: none"> A. Application of Decision-making/ Problem-solving Skills to Physical Activity and Healthy Lifestyle Practices

* Curricular connections: SC-Science; SS-Social Studies; LA-Language Arts; MA- Mathematics; The Arts-Music, Visual Arts, Drama, Dance; All-All Subject Areas.

*Kindergarten to Senior 4 Physical Education/Health Education:
Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*
CONCEPTUAL FRAMEWORK



Basic Movement Skills Developmental Process

Movement Category	BASIC MOVEMENT SKILL	BIOMECHANICAL PRINCIPLES	EXTENSION → as applied to various sports, games, alternative environments, rhythmic activities
Transport Skills	1. Running 2. Jumping 3. Hopping 4. Galloping 5. Skipping	<ul style="list-style-type: none"> Centre of gravity and laws of motion as they apply to locomotion 	<p>Skills: leaping, sliding, step-hopping, rotating, dodging</p> <p>Suggested Activities: tag games, track and field, folk dance, hopsotch, jump rope, gymnastics, expressive movement</p>
	6. Rolling 7. Underhand throwing 8. Overhand throwing 9. Striking 10. Kicking	<ul style="list-style-type: none"> Law of force and motion as it applies to sending skills 	<p>Skills: side arm throwing, passing, heading, tossing, dribbling with feet</p> <p>Suggested Activities: baseball, volleyball, tennis, football, bowling, badminton, floor hockey, soccer</p>
Manipulation Skills	11. Catching	<ul style="list-style-type: none"> Absorption of force for receiving skills 	<p>Skills: trapping</p> <p>Suggested Activities: baseball, ball games, frisbee, juggling</p>
	12. Bouncing	<ul style="list-style-type: none"> Laws of force in accompanying skills 	<p>Skills: dribbling using hands, controlling the ball or object</p> <p>Suggested Activities: basketball, rhythmic sportive gymnastics, team handball</p>
Balance Skills	13. Static 14. Dynamic	<ul style="list-style-type: none"> Laws of motion and balance for body-management skills 	<p>Skills: static balances, landings, springs, swings</p> <p>Suggested Activities: gymnastics, station activities, dance, cross-country skiing, cycling</p>

Movement Concepts

- Body Awareness**
 - body parts (e.g., arms, legs, elbows, knees, head)
 - body shape (e.g., stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical)
 - body action (e.g., flexion, extension, rotation, swing, push, pull)
- Space Awareness**
 - location (e.g., personal and general space)
 - directions (e.g., forward, backward, sideways, up, down)
 - levels (e.g., high, middle, low)
 - pathways (e.g., curved, straight, zigzag)
 - planes (e.g., frontal, horizontal, sagittal)
- Qualities of Effort**
 - time (e.g., fast, slow)
 - force (e.g., strong, light)
 - flow (e.g., free, bound)
- Relationships**
 - person (e.g., alone, with partner, with group, meet, part, match, mirror, follow, lead)
 - apparatus (e.g., near, far, in, out, over, under, around, through, on, off, above, below)
 - other (e.g., moving in relation to music, to the environment)



Summary Chart for Movement

The student will demonstrate competency in selected movement skills, and knowledge of movement development and physical activities with respect to different types of learning experiences, environments, and cultures.

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Basic Movement	1. Basic Movement Skills	Students will: 1.1 Show a willingness to participate in a variety of physical activities 1.2 Express enjoyment in a variety of movement experiences 1.3 Appreciate that time, commitment, and practise are required for skill development 1.4 Appreciate the aesthetic and athletic values of movement 1.5 Appreciate and respect diversity while participating in physical activity 1.6 Appreciate and respect the natural environment while participating in physical activity
	Movement Development	1. Skill Development Process 2. Mechanical Principles of Human Movement 3. Movement Concepts	
	Activity-Specific Movement	1. Rules 2. Terminology 3. Game Strategies 4. Teamwork and Fair Play	
B	Acquisition of Movement Skills	1. Transport 2. Manipulation 3. Balance	
	Application of Movement Skills to Sport/Games	1. Individual/Dual Activities 2. Group/Team Activities 3. Officiating Skills	
	Application of Movement Skills to Alternative Pursuits	1. Alternative Pursuits	
C	Application of Movement Skills to Rhythmic/Gymnastic Activities	1. Rhythmic Activities 2. Gymnastic-type Activities	
D			



Scope and Sequence Chart for Movement

		<i>Sub-stands</i>										K	1	2	3	4	5	6	7	8	S1	S2	
<i>Knowledge</i>	<i>Strand A</i>	1. Basic Movement																					
	<i>Strand B</i>	1. Skill Development Process				☛																	
		2. Mechanical Principles of Human Movement	☛																				
	<i>Strand C</i>	3. Movement Concepts																					
		1. Rules																					
		2. Terminology	☛			☛																	
		3. Game Strategies																					
		4. Teamwork and Fair Play																					
		<i>Sub-stands</i>	K	1	2	3	4	5	6	7	8	S1	S2										
<i>Skills</i>	<i>Strand A</i>	1. Transport																					
		2. Manipulation																					
		3. Balance																					
	<i>Strand B</i>	1. Individual/Dual Activities																					
		2. Group/Team Activities																					
	<i>Strand C</i>	3. Officiating Skills	☛																				
		1. Alternative Pursuits																					
	<i>Strand D</i>	1. Rhythmic Activities																					
		2. Gymnastic-type Activities																					

See page 18 for definitions related to ☛ Introductory stage, ☐ Acquisition stage, ☛ Maintenance stage



Summary Chart for Fitness Management

The student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Fitness Components	1. Fitness Components	Students will: 2.1 Show an interest in and responsibility for personal fitness 2.2 Appreciate the role and contribution of regular participation in physical activity for health and fitness 2.3 Show respect and acceptance for physical and performance limitations of self and others
	Fitness Benefits	1. Fitness Benefits	
	Fitness Development	1. Exercise Physiology 2. Training Principles 3. Warm-Up/Cool-Down 4. Motivational Factors	
A	Acquisition/Application of Fitness Management Skills to Physical Activity and Healthy Lifestyle Practices	1. Active Participation 2. Heart-Rate Monitoring 3. Fitness Assessment and Analysis	



Scope and Sequence Chart for Fitness Management

		<i>Sub-strings</i>								K	1	2	3	4	5	6	7	8	S1	S2
Knowledge	<i>Strand A</i>	1. Fitness Components	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼
	<i>Strand B</i>	1. Fitness Benefits	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	<i>Strand C</i>	1. Exercise Physiology	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		2. Training Principles	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼	☼
	3. Warm-Up/Cool-Down	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
	4. Motivational Factors	☼	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Skills	<i>Strand A</i>	1. Active Participation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		2. Heart-Rate Monitoring	☼	☼	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		3. Fitness Assessment and Analysis				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

See page 18 for definitions related to ☼ Introductory stage, ☐ Acquisition stage, ☐ Maintenance stage



Summary Chart for Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living.

<i>Strand Letter</i>	<i>Strand</i>	<i>Sub-Strands</i>	<i>Attitude Indicators</i>
A	Physical Activity Risk Management	<ol style="list-style-type: none"> Physical Activity Safety Exercise Safety Dress/Footwear Equipment and Facilities Alternative Pursuits 	Students will: 3.1 Show respect for safety of self and others 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others
	Safety of Self and Others	<ol style="list-style-type: none"> Community Safety Awareness Environmental Safety Awareness Prevention and Care of Injuries Community Support and Services Violence Prevention Personal Safety 	
A	Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> Physical Activity First Aid 	



Scope and Sequence Chart for Safety

		<i>Sub-strands</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
<i>Strand A</i>	1. Physical Activity Safety	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞
	2. Exercise Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Dress/Footwear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞
	4. Equipment and Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞
	5. Alternative Pursuits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1. Community Safety Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	☞
<i>Strand B</i>	2. Environmental Safety Awareness	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Prevention and Care of Injuries	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Community Supports and Services	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	☞	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Violence Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Personal Safety	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<i>Sub-strands</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
<i>Strand A</i>	1. Physical Activity	<input type="checkbox"/>	☞	☞	☞	<input type="checkbox"/>	☞	☞	☞	<input type="checkbox"/>	<input type="checkbox"/>	☞
	2. First Aid	<input type="checkbox"/>	<input type="checkbox"/>	☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See page 18 for definitions related to ☼ Introductory stage, ☐ Acquisition stage, ☞ Maintenance stage



Summary Chart for Personal and Social Management

The student will demonstrate the ability to develop self-understanding, to make health-enhancing decisions, to work cooperatively and fairly with others, and to build positive relationships with others.

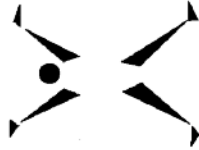
Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Personal Development	<ol style="list-style-type: none"> 1. Self-Awareness/Self-Esteem 2. Goal-Setting 3. Decision-Making/Problem-Solving Process 	<p><i>Students will:</i></p> <ol style="list-style-type: none"> 4.1 Show a positive attitude toward learning, growth, and personal health 4.2 Be sensitive to the needs and abilities of others 4.3 Demonstrate personal responsibility in daily work and play 4.4 Show a willingness to play fairly and work cooperatively/ collaboratively with others 4.5 Show a positive attitude toward change 4.6 Enjoy participation and learning
	Social Development	<ol style="list-style-type: none"> 1. Social Responsibility 2. Relationships 3. Conflict Resolution Process 4. Avoidance and Refusal Strategies 	
	Mental-Emotional Development	<ol style="list-style-type: none"> 1. Feelings and Emotions 2. Elements of Stress 3. Effects of Stress 4. Stress Management Strategies 	
B	Acquisition of Personal and Social Management Skills related to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> 1. Goal-Setting/Planning 2. Decision-Making/Problem-Solving 3. Interpersonal Skills 4. Conflict Resolution Skills 5. Stress-Management Skills 	
C			
Knowledge			
Skills			



Scope and Sequence Chart for Personal and Social Management

		<i>Sub-strings</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
Knowledge	<i>Strand A</i>											
	1. Self-Awareness/Self-Esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Goal-Setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Decision-Making/Problem-Solving Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand B</i>											
	1. Social Responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Conflict Resolution Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Avoidance and Refusal Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Strand C</i>											
	1. Feelings and Emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Elements of Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Effects of Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Stress Management Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<i>Sub-strings</i>										
		K	1	2	3	4	5	6	7	8	S1	S2
Skills	<i>Strand A</i>											
	1. Goal-Setting/Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Decision-Making/Problem-Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Conflict Resolution Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Stress-Management Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

See page 18 for definitions related to Introductory stage, Acquisition stage, Maintenance stage



Summary Chart for Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living relating to personal hygiene, active living, healthy nutritional practices, substance use and abuse, and human sexuality.

Strand Letter	Strand	Sub-Strands	Attitude Indicators
A	Personal Health Practices	<ol style="list-style-type: none"> 1. Personal Health Practices 2. Illness/Disease Prevention 3. Dental Health 	Students will: 5.1 Appreciate and value the benefits of healthy lifestyles practices for a healthy body 5.2 Appreciate the importance of making health-enhancing decisions in daily living 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships
	Active Living	<ol style="list-style-type: none"> 1. Benefits of Physical Activity 2. Physical Activity Choices 3. Influence of Technology on Physical Activity 	
	Nutrition	<ol style="list-style-type: none"> 1. Healthy Eating 2. Food and Fluid for Active Bodies 	
	Substance Use and Abuse Prevention	<ol style="list-style-type: none"> 1. Helpful and Harmful Substances 2. Effects of Substance Use 3. Factors Affecting Substance Use 	
	Human Sexuality	<ol style="list-style-type: none"> 1. Biological Growth and Development 2. Psychological Factors 3. Sociological Factors 4. Health Issues 	
Skills	Application of Decision-Making / Problem-Solving Skills to Physical Activity and Healthy Lifestyle Practices	<ol style="list-style-type: none"> 1. Personal Health Practices 2. Active Living 3. Healthy Food Choices 4. Substance Use and Abuse 5. Human Sexuality 	



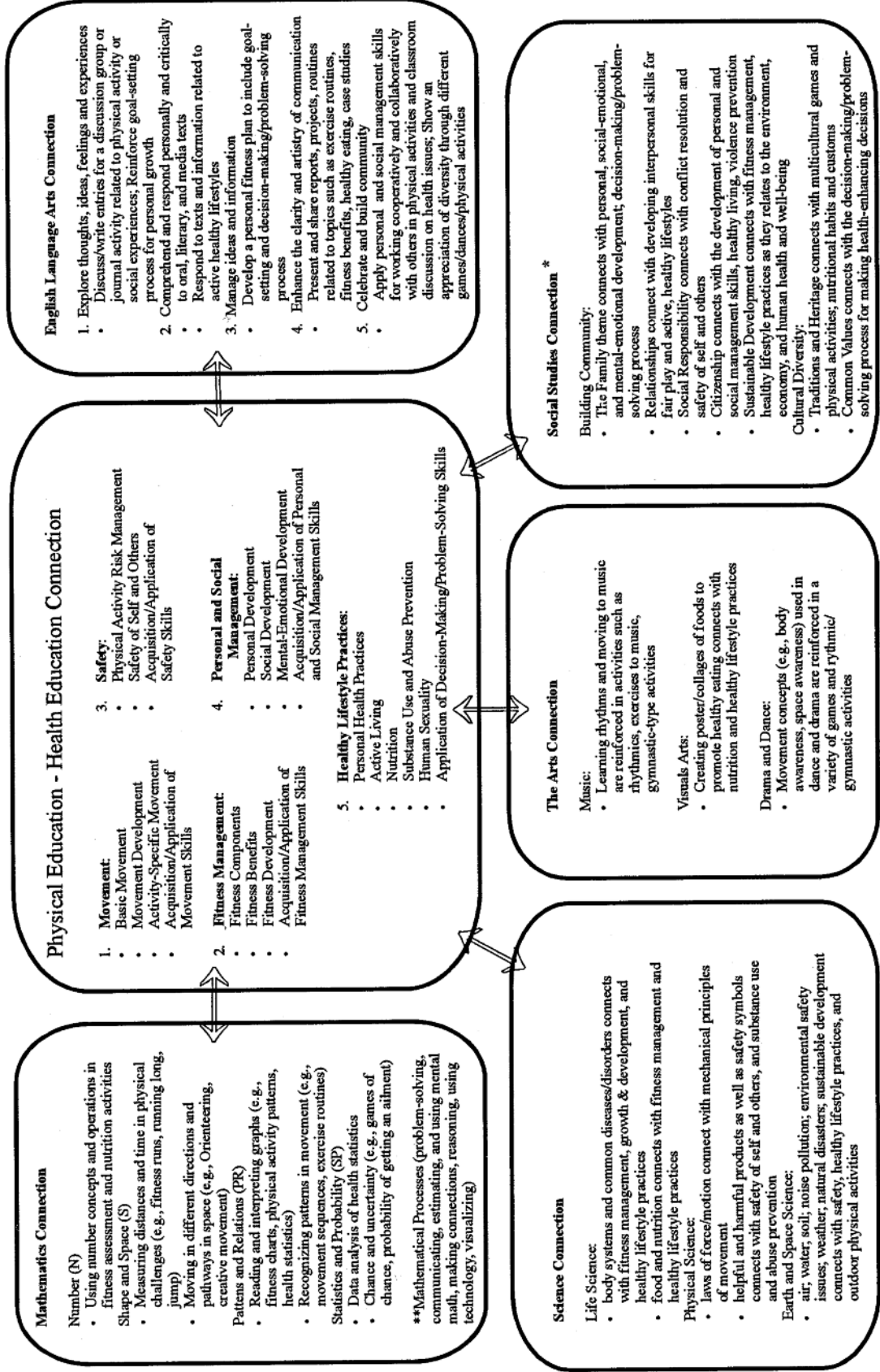
Scope and Sequence Chart for Healthy Lifestyle Practices

		Sub-strands											
		K	1	2	3	4	5	6	7	8	S1	S2	
Knowledge	Strand A	1. Personal Health Practices	<input type="checkbox"/>	➡	<input type="checkbox"/>	➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Illness/Disease Prevention	☼	☼	<input type="checkbox"/>	➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Dental Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand B	1. Benefits of Physical Activity	☼	☼	<input type="checkbox"/>	➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Physical Activity Choices	<input type="checkbox"/>	➡	<input type="checkbox"/>	➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Influence of Technology on Physical Activity	<input type="checkbox"/>	➡	<input type="checkbox"/>	➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand C	1. Healthy Eating	<input type="checkbox"/>	➡	<input type="checkbox"/>	➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Food and Fluid for Active Bodies	☼	☼	<input type="checkbox"/>	➡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand D	1. Helpful and Harmful Substances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Effects of Substance Use	☼	☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Factors Affecting Substance Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Strand E	1. Biological Growth and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Psychological Factors		☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Sociological Factors		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Health Issues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Sub-strands											
		K	1	2	3	4	5	6	7	8	S1	S2	
Skills	Strand A	1. Personal Health Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. Active Living	☼	☼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. Healthy Food Choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. Substance Use and Abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. Human Sexuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See page 18 for definitions related to ☼ Introductory stage, ☐ Acquisition stage, ➡ Maintenance stage

Some Suggested Curricular Connections with Other Subject Areas

The purpose of this chart is to show examples of “interconnectiveness” between subject areas that support the integration of physical education and health education content.



* Note: A new social studies curriculum is under development.

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